

# **2015-2016 GRC School Improvement Plan**

George Rogers Clark High School  
Clark County Public Schools

David Bolen, Principal  
2745 New Boonesboro Road  
Winchester, KY 40391

# TABLE OF CONTENTS

Overview.....	1
Goals Summary.....	2
Goal 1: Increase the percentage of George Rogers Clark students KPREP Proficient/Distinguished Scores from a 51.5% to 74.8% in 2019.....	3
Goal 2: Increase the percentage of George Rogers Clark High School students who are college and career ready from 80.2% to 95% by 2019.....	6
Goal 3: Average Freshman Graduation Rate will be 100% by 2019.....	9
Goal 4: George Rogers Clark will increase the academic achievement of Gap students to exceed 71.7 by 2017. ....	10
Goal 5: George Rogers Clark High School Program Review Teams will analyze the 2014-15 findings and work to expand upon the "Proficient" ranking by implementing target activities and monitoring progress periodically through 2016.....	15
Goal 6: Increase the TELL Survey overall category by six percentage points (88.9% to 95%) by May, 2016.....	21
Goal 7: Equitable Distribution.....	21
Goal 8: George Rogers Clark will reduce our combined math and reading novice rate from 24% to 12% by 2020.....	22
Activity Summary by Funding Source.....	25

## **Overview**

### **Plan Name**

2015-2016 GRC School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of George Rogers Clark students KPREP Proficient/Distinguished Scores from a 51.5% to 74.8% in 2019.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$242500
2	Increase the percentage of George Rogers Clark High School students who are college and career ready from 80.2% to 95% by 2019.	Objectives: 1 Strategies: 7 Activities: 8	Organizational	\$299866
3	Average Freshman Graduation Rate will be 100% by 2019	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$111209
4	George Rogers Clark will increase the academic achievement of Gap students to exceed 71.7 by 2017.	Objectives: 4 Strategies: 4 Activities: 15	Academic	\$19000
5	George Rogers Clark High School Program Review Teams will analyze the 2014-15 findings and work to expand upon the "Proficient" ranking by implementing target activities and monitoring progress periodically through 2016.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$0
6	Increase the TELL Survey overall category by six percentage points (88.9% to 95%) by May, 2016	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1600
7	Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
8	George Rogers Clark will reduce our combined math and reading novice rate from 24% to 12% by 2020.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$36800

## Goal 1: Increase the percentage of George Rogers Clark students KPREP Proficient/Distinguished Scores from a 51.5% to 74.8% in 2019.

### Measurable Objective 1:

demonstrate a proficiency George Rogers Clark will increase the average combined reading and math KPREP Proficient/Distinguished scores from 51.5 to 59.6. by 05/30/2016 as measured by the 2016 KPREP results..

### Strategy 1:

Teach to Mastery - Teachers will focus upon teaching all students the content standards on a daily basis by answering the question what should students know and be able to do; how do you know if they know it; what interventions will you provide for those not demonstrating mastery and what extensions will you provide for those that have.

Category:

Activity - Mastery Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>GRC has increased rigor with the implementation of Quality Core, Common Core, Advanced Placement, Dual Credit and Core Content 4.1 curriculums. In addition, GRC is emphasizing its instructional focus on mastery teaching of both content and skill standards. In our mastery model, four questions are at the heart of implementation: 1. What should students know and be able to do? 2. How will teachers know if students know and can do? 3. What interventions will be provided for those students who did not achieve mastery 4. What extensions will the teachers provide for students who reached mastery?</p> <p>Mastery teaching includes pre-assessment to determine what students know and/or can do. Core instruction is anchored in the standard and students prior knowledge is determined by pre-assessments. Activities include, but are not limited to direct, whole and small group instruction. The utilization of varied intelligences is significant in order to provide responsive and engaging instruction to convey both content and skills. Formative assessment and analysis is implemented to determine where students are instructionally as well as to inform instructional practices. Daily formative assessments will be used to determine interventions and/or extensions. Progress monitoring will be used to ensure implementation of fidelity.</p>	Direct Instruction	08/12/2015	05/30/2016	\$1500	School Council Funds	All Biology, English II, US History & Algebra II teachers
Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

<p>In an effort to increase student achievement with literacy, George Rogers Clark High School has implemented several strategies to increase the monitoring of literacy across content areas. PLC meetings have become high priority for all content areas. Each content area meets weekly to discuss student data, assessments, and specific strategies to increase student achievement. The Instructional Specialist has shared several reading strategies with each department to assist with the novice reduction plan. Some of the strategies implemented are gist statements, saying and doing, highlighting for purpose, and text mapping. One of the main purposes for using the same strategies across content areas is for students to see similarities and to increase their ability with these specific strategies. During PLC meetings, several protocols are administered to assess student work with the strategies and their effectiveness. In addition to the newer strategies shared across content areas, teachers still refer to the "GRCHS Literacy Within the Classroom" sheet that includes strategies such as Baker's Dozen, List Group Label, Mystery Word of the Day, and Concept Maps. Teachers use the differentiated strategies to instruct the complex processes, concepts, and principles of literacy to make instruction accessible to all students. The three Writing Program Review deadlines are part of the monitoring progress for all teachers in how often they are implementing the strategies within their classrooms. The Writing Committee meets after each deadline to assess the writing samples submitted by each teacher. Analysis sheets are provided with feedback to the teacher on the sample he or she submitted and tips or strategies for the next submission deadline. In addition to the program review submissions, freshman, sophomore, and junior teachers increased the implementation of the new literacy program: Reading Plus. Over half of the freshman and sophomore students are enrolled in a Reading Plus course. Baseline assessments were given at the beginning of the year to create the target list of students not on grade level. Junior students use the program once a week for at least two hours to increase comprehension and reading rate for the ACT. Overall, the program will monitor student progress with reading throughout the year and hopefully increase by three grade levels. The reading data provided also guides teacher lesson plans to include differentiated methods of literacy when needed.</p>	<p>Direct Instruction</p>	<p>08/12/2015</p>	<p>05/30/2016</p>	<p>\$60000</p>	<p>District Funding</p>	<p>English Content Leads and all teachers</p>
--	---------------------------	-------------------	-------------------	----------------	-------------------------	---

**Strategy 2:**

Core Content Interventions - Students not meeting course mastery will receive school day interventions that focus upon particular content standards not mastered.

Category:

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

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

<p>Students will be pulled from non-core classes during 6th block and iTime to receive direct supplemental instruction. GRC will continue to offer CCR classes in English and Math, focusing on closing skill gaps.</p> <p>1. Interventions: The teachers will formatively assess students on a daily basis to determine if they are mastering the standard(s) being taught. Based on an evaluation of these daily formative assessments throughout the week, teachers will group their own students accordingly within their classrooms differentiating instruction so that every student is provided with the opportunity to work on and prove mastery. The nature of Intervention will ultimately depend on the number of standards and topics covered, as well as student performance. These activities may consist of handouts, peer interaction, reading comprehension and interpretation, among many others in which the activities are student driven.</p> <p>2. Pulls: Interventions, standard-focused mastery checks, and unit exams will serve as a reevaluation of individual student mastery. Mastery checks, consisting of 5-10 questions, will be given every one to two weeks to provide additional data on individual student mastery. Students will be reassessed after each assignment to Intervention, mastery check, and or unit exam. Additional interventions will be assigned as needed to either 6th block or iTime class on Tuesdays and Thursdays.</p>	Direct Instruction	08/11/2015	05/30/2016	\$100000	Title I School Improvement (ISI)	CCR teachers Content intervention teachers
---	--------------------	------------	------------	----------	----------------------------------	---

### Strategy 3:

Project Based Learning - Students will have the opportunity to demonstrate content mastery through project-based learning.

Category:

Activity - PBL Experience Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>By choice or suggestion of a counselor, students grades 9-12 registered for the PBL Experience class. These students have various career pathway interests and represent diverse segments of the student population. Mrs. Courtney Grimes (PBL teacher) facilitates these classes. Students participate in school/community problem-based learning throughout the school year. The group of students, working under the direction of Mrs. Grimes, and Molly Stotts (local organic farmer), designed their PBL experience around sustainability. The primary focus of this group is implementation of a "Farm to Table" initiative that allows use of the rooftop garden greenhouse while developing new sustainable growing systems (hydroponics/aquaponics).</p>	Direct Instruction	08/12/2015	05/30/2016	\$1000	General Fund	Courtney Grimes & school administration

Activity - Creation of the MILL (Make it Learning Lab)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

The MILL is a makerspace which provides a flexible, hands-on environment where a variety of hardware and software tools are used to create, design, invent and make. Students can receive credit through project-based learning opportunities that can be accompanied by the traditional classroom or credit recovery.	Career Preparation/Orientation	08/12/2015	05/30/2016	\$40000	School Council Funds	Courtney Grimes, Michael Chamberlain & Anne Trimble
Activity - PBL Alternative Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted (high-risk) individual students (chosen by admin and counseling) have been placed in small alternative class settings where a primary focus of credit recovery is project based learning. Working with PBL teacher Courtney Grimes, these students will demonstrate mastery of content through a performance-based credit that will be assessed by content teachers in that subject area.	Academic Support Program	08/12/2015	05/30/2016	\$40000	School Council Funds	Courtney Grimes and school administration

## Goal 2: Increase the percentage of George Rogers Clark High School students who are college and career ready from 80.2% to 95% by 2019.

### Measurable Objective 1:

complete a portfolio or performance George Rogers Clark High School will have 85% of students college and career ready by 09/30/2016 as measured by the KPREP Unbridled Learning Formula .

### Strategy 1:

Targeted Interventions - Students will have multiple opportunities to practice ACT, COMPASS, KYOTE, KOSSA, ASVAB and Work Keys like assessments.

Category: Career Readiness Pathways

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to take practice college and career ready assessments. ACT and Compass/KYOTE study sessions will be provided to students on a routine basis throughout the year. All students will have access to TRIUMPH, WinLearning an online ACT tutorial.	Direct Instruction	08/12/2015	05/30/2016	\$7500	District Funding	School administration , Eric Osborn, Austina Bruton, Elton Parish, Lisa Vincent, and CCR intervention teachers.
Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

ALL SENIORS and Juniors not meeting college or career readiness benchmarks will be assigned to an intervention class focused upon either reading/language arts AND/or math. Students will exit the class as they achieve benchmark.	Direct Instruction	08/12/2015	05/30/2016	\$120000	District Funding, Title I Part A	All CCR teachers, school administration, Austina Bruton, Elton Parish, Lisa Vincent and Eric Osborn.
---	--------------------	------------	------------	----------	----------------------------------	--

**Strategy 2:**

Quality Core - EOC classes will receive Quality Core Instruction aligned with the Common Core Standards.

Category: Professional Learning & Support

Activity - EOC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers of EOC classes will utilize the Quality Core Curriculum and resources.                      Plans include                      #1 The administrative team will progress monitor to ensure fidelity of implementation to exceed the 2016 delivery targets set by KDE. Core instruction needs to include performance or project-based education.                      #2 Implement varied and multiple authentic assessments to determine mastery and levels of readers.                      #3 Intervene based on live data(balanced assessment) to diagnosis skill gaps and provide services via elective pull outs, small groups, personalized learning opportunities and one-on-one reading intervention classes based on students individual learning needs utilizing researched-based and promising practices.                      #4 Mastery determination by utilizing multiple strategies often to determine what students have or have not mastered. Continue interventions or provide extensions.                      Mastery teaching includes pre-assessment to determine what students know and or can do to help determine what teachers need to emphasize instructionally, point of entry and scaffolding of skills about a particular standard. Core instruction is anchored in the standard and student prior knowledge is determined by pre-assessments. Activities include, but are not limited to direct, whole and small group instruction. The utilization of varied intelligences is significant in order to provide responsive and engaging instruction to convey both content and skills. Formative assessment and analysis is implemented to determine where students are instructionally as well as to inform instructional practices. Daily formative assessments will be use to determine interventions and/or extensions.</p>	Direct Instruction	08/12/2015	05/30/2016	\$2500	School Council Funds	EOC classroom teachers, school administration

**Strategy 3:**

GEAR UP - GRC teachers and CCA's will use GEAR UP resources to promote and reinforce college readiness.

Category: Human Capital Management

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Activity - GEAR UP GRC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRC teachers will use GEAR UP supplied educational programs within their classrooms to foster and develop a college-going culture. (See GEAR UP Grant). Three CCA's will work with teachers and students both in the classroom and during an open computer lab every Wednesday.	Direct Instruction	08/12/2015	05/30/2016	\$25000	Grant Funds, District Funding	GEAR UP CCA's (Tonya Smith, Melissa Young, Barbara Taulbee) and GRC teachers

**Strategy 4:**

Advisory Program - All students will have an individual college and career advisor.

Category:

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
George Rogers Clark High School teachers and administrators will participate in a Connections advisory program with twenty or fewer students. The allotted time will be used to assist students in college and career readiness, self-responsibility, character education and goal setting to prepare them for the post secondary world.	Direct Instruction	08/12/2015	05/30/2016	\$5000	School Council Funds	All teachers and school administration

**Strategy 5:**

Advance KY - GRC will continue to reinforce rigor and a college going culture through strengthening and expanding its AP Program.

Category:

Activity - Advance Kentucky	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRC will continue to support open enrollment for all AP classes. Teachers will be trained through Laying the Foundation and College Board to ensure rigorous classroom instruction and high expectations. Continuation funding by the Clark County Board of Education will provide financial incentives to students and their teacher for each qualifying score.	Academic Support Program	08/12/2015	05/30/2016	\$125000	General Fund	AP teachers and school administration

**Strategy 6:**

Triumph - Teachers will supplement instruction with Triumph to assist students in reaching college readiness.

Category: Integrated Methods for Learning

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

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Teachers of will utilize Triumph Curriculum and resources. CCR teachers will intervene based on live data to diagnosis skill gaps and provide services via elective pull outs, small groups, personalized learning opportunities and one-on-one and whole group intervention classes.	Academic Support Program	08/11/2015	05/30/2016	\$4866	General Fund	Teachers, CCR Intervention teachers, Instructional supervisor
---	--------------------------	------------	------------	--------	--------------	---

### Strategy 7:

WinLearning - All CTE teachers will implement WinLearning in their weekly instructional plans.

Category: Career Readiness Pathways

Activity - WinLearning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of CTE classes will utilize the WinLearning Curriculum and resources. The administrative team will progress monitor to ensure fidelity of implementation.	Academic Support Program, Career Preparation/Orientation	08/11/2015	05/30/2016	\$10000	Perkins	CTE Teachers, Administration

## Goal 3: Average Freshman Graduation Rate will be 100% by 2019

### Measurable Objective 1:

demonstrate a behavior George Rogers Clark will have an average graduation rate that exceeds 95 by 05/30/2016 as measured by the 2016 Average Freshman Graduation Rate.

### Strategy 1:

Utilize the ILP - Connections teachers will use the ILP to determine students needs pertaining to career interest, scheduling of classes and to ensure that students are on track to graduate.

Category:

Activity - ILP Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Connections teachers will embed the ILP into their Connections class. The ILP will be used as an individual advising tool. Focus will placed upon establishing either a college or career pathway during their freshman year. Counselors will provide additional training for teachers on the ILP throughout the year.	Academic Support Program	08/12/2015	05/30/2016	\$1500	School Council Funds	Counselors and Connections Teachers

Activity - Graduation Requirements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

All Counselors reviewed their senior caseload in August 2015 to make sure their students were on track to graduate. Counselors will review grades at the end of the first nine weeks and again at the end of the semester to monitor student achievement and progression towards graduation.	Academic Support Program	08/12/2015	05/30/2016	\$0	No Funding Required	Counselors, School administration, Drop out prevention team
--	--------------------------	------------	------------	-----	---------------------	---

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connections teachers will review the requirements for graduation and ensure their students are on track to graduate with their class.	Behavioral Support Program, Academic Support Program	08/12/2015	05/30/2016	\$0	Other	Connections Teachers

### Strategy 2:

Persistence to Graduation Tool - School counselors, PASS program coordinator, administrators and FRYSC will be trained on how to use the Persistence to Graduation Tool to identify students who are most at risk of not graduating and develop individual intervention plans.

Category:

Activity - APEX	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist students in recovering course credit, allowing them to be on track to graduate.	Academic Support Program	08/12/2015	05/30/2016	\$29709	General Fund	Courtney Grimes, Mike Riddle, Anne Trimble, Robbin Murphy and Eric Osborn

Activity - PASS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allow students who have academic and behavior issues to recover course credit, allowing them to be successful and on track to graduate	Behavioral Support Program	08/12/2015	05/30/2016	\$80000	IDEA, District Funding	Sumyr Ramsey and Heather White

**Goal 4: George Rogers Clark will increase the academic achievement of Gap students to exceed 71.7 by 2017.**

### Measurable Objective 1:

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

A 5% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the EOC test in Social Studies by 09/30/2016 as measured by the EOC test.

### Strategy 1:

Mastery Learning- Social Studies - Teachers will focus on teaching all students the content standards on a daily basis by answering the questions:

What students should know and be able to do?

How do you know if they know it?

What interventions will be provided for those not meeting mastery?

What extensions will be provided for those students who have demonstrated mastery?

Category: Continuous Improvement

Activity - Social Studies Mastery Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions and/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	No Funding Required	All US History teachers, Social Studies Content Lead, Instructional Resource Teacher and School Administration

Activity - Social Studies Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the differentiation skills learned from their summer training into their daily instruction and lesson delivery to meet learning needs of individual students. The social studies department attended the Literacy Design Collaborative seminar and participates in the Social Studies Network. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	School Council Funds	All US History teachers, Social Studies Content Lead, Instructional Resource Teacher & School Administration

Activity - Reading in the Content Areas- Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	School Council Funds	Social Studies Lead, school administration and all social studies teachers.

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Activity - Writing-Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	School Council Funds	Social Studies Writing Resource Teachers, Instructional Resource Teacher, Social Studies Content Lead, school administration and all social studies teachers.

### Measurable Objective 2:

A 20% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the EOC test in English Language Arts by 09/30/2016 as measured by the EOC test.

### Strategy 1:

English Mastery Learning - Teachers will focus on teaching all students the content standards on a daily basis by answering the questions: What students should know and be able to do? How do you know if they know it? What interventions will be provided for those not meeting mastery? What extensions will be provided for those students who have demonstrated mastery?

Category: Continuous Improvement

Activity - English Mastery Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	No Funding Required	All English II teachers, Instructional Resource Teacher and School Administration

Activity - Differentiated Instruction - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the differentiation skills learned from previous trainings into their daily instruction and lessons to meet learning needs of individual students. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	School Council Funds	All English Teachers, Instructional Resource Teacher, and School Administration

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Activity - Reading in English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	School Council Funds	All English Teachers, Instructional Resource Teacher and School Administration

Activity - Writing - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	School Council Funds	English Writing Resource Teachers, Instructional Resource Teacher, all English Teachers, and Administration

**Measurable Objective 3:**

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on EOC test in Mathematics by 09/30/2016 as measured by the EOC test.

**Strategy 1:**

Math Mastery Learning - Teachers will focus on teaching all students the content standards on a daily basis by answering the questions: What students should know and be able to do? How do you know if they know it? What interventions will be provided for those not meeting mastery? What extensions will be provided for those students who have demonstrated mastery?

Category: Continuous Improvement

Activity - Math Mastery Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	No Funding Required	All Math Teachers, Math Content Lead and School Administration

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Activity - Differentiated Instruction - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the differentiation skills (i.e. Quick Quads) learned at the Achieving Success in the Algebra 2 and Calculus Classroom with Underserved Students Workshop into their daily instruction and lesson delivery to meet the learning needs of individual students. Kahn Academy will also be implemented as a differentiation strategy for both remediation and acceleration. This professional development will be continued throughout the year (October 2, November 19, January 13, February 19, March 11) to provide continued support and inform instruction. The teachers receiving training include Maggie Doyle, Kevin Cope, Patricia Fraley and Maria Richards).	Academic Support Program	08/10/2015	05/31/2016	\$2500	School Council Funds	All Math Teachers, Math Content Lead, and School Administration

Activity - Reading in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	School Council Funds	Math Lead, School Administration, and all Math Teachers.

### Measurable Objective 4:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on EOC test in Science by 09/30/2016 as measured by the EOC test.

### Strategy 1:

Science Mastery Learning - Teachers will focus on teaching all students the content standards on a daily basis by answering the questions: What students should know and be able to do? How do you know if they know it? What interventions will be provided for those not meeting mastery? What extensions will be provided for those students who have demonstrated mastery?

Category: Continuous Improvement

Activity - Science Mastery Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/01/2015	05/31/2016	\$0	No Funding Required	All Science Teachers, Science Content Lead, Instructional Resource Teacher, and School Administration

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Activity - Differentiated Instruction - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the differentiation skills learned from previous trainings into their daily instruction and lessons to meet learning needs of individual students. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	School Council Funds	All Science Teachers, Science Content Lead, Instructional Resource Teacher, and School Administration
Activity - Reading in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	School Council Funds	Science Lead, all Science Teachers, Instructional Resource Teacher, and School Administration
Activity - Writing - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	School Council Funds	Science Writing Resource Teachers, Science Content Lead, School Administration, Instructional Resource Teacher, and all Science Teachers.

**Goal 5: George Rogers Clark High School Program Review Teams will analyze the 2014-15 findings and work to expand upon the "Proficient" ranking by implementing target activities and monitoring progress periodically through 2016.**

**Measurable Objective 1:**

collaborate to review the identified 2014-15 key findings, address deficiencies and bolster the "Proficient" status for ALL Program Reviews by 05/31/2016 as measured by scoring proficient in ALL Program Reviews .

**Strategy 1:**

Writing Program Review Strategy - The Writing Program Review Team reviewed the "next steps" embedded in the 2014-2015 program review and put them into action within the first month of school. After reviewing these "next steps" and the results of the 2014-2015 Writing Program Review, the team updated and modified the goals, objectives and activities to maintain and improve on our proficient status for the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: Organizational skills and/or policy and procedures are a universal tool or tools used to better programs in all academic or non-academic structures or organizations.

Activity - "Next Steps" Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review Leadership Team implemented the "next steps" identified during the 2014-2015 school year. One component that was implemented at the beginning of the year was increasing the number of teachers across content areas involved in writing decisions within the school. The Writing Committee now has over twelve teachers from various content areas: science, math, social studies, arts and humanities, and special education. This process is a great way to increase teacher awareness with what kind of writing is taking place within the school. In addition to increasing the writing team, the leadership team also created a "sample analysis feedback" sheet to provide to teachers after each submission date. This feedback sheet provides each teacher with advice on how to effectively provide "constructive feedback" for students based on what was submitted. As usual, the Writing to Learn, Writing to Demonstrate Learning, and Writing for Real-World Purposes dates were communicated to the principal and the staff. The three submission dates for the year are October 30th, December 18th, and February 27th. Once each teacher submits the samples, the Writing Committee will review and analyze the evidence. The feedback will also help guide the "next steps" for the following year.	Policy and Process	08/12/2015	05/31/2016	\$0	No Funding Required	WPR Leaders, Administrators and ALL teachers

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

<p>In addition to the program review deadlines, the school-wide writing plan continues to be implemented across content areas. The GRCHS acronyms the staff is using for informative and argumentative writing are as follows: (TEE) for informative writing and (CASE) for argumentative writing. The purpose of the school-wide acronyms is to provide more opportunities for students to write On-Demand (real-world) writing on a more consistent basis. Teachers have been trained in the past on what On-Demand pieces look like by a professor from Eastern Kentucky University. There are also multiple On-Demand pilot tests throughout the year at each grade level. All students will complete an On-Demand writing piece in specific content areas throughout the year: English, science, and social studies. These pilot exams will be timed, and students will be encouraged to use the school-wide acronyms for each exam. Essentially, the pilot exams will provide a baseline and multiple benchmark points throughout the year to guide the writing instruction within the English classes. The writing plan and the program review implementation continues in hopes of continuing to increase writing across content areas and to provide students with multiple real-world writing opportunities.</p>	<p>Direct Instruction</p>	<p>09/14/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>WPR Leaders, Administrators and ALL teachers</p>
--	---------------------------	-------------------	-------------------	------------	----------------------------	---

**Strategy 2:**

Practical Living Program Review Strategy - The Program Review team members met in August 2015 to review the "next steps" outlined in the 2014-15 Program Review. They decided that the School Health Committee would continue to work on providing additional activities for health and wellness for students and staff. The committee decided the need to continue developing templates and strategies for teaching consumerism across the curriculum. They will continue to inform and assist other content areas in activities and/or strategies to teach consumerism across the content areas, in an effort to continue our "proficient" status in Practical Living Program Review.

Category: Continuous Improvement

Research Cited: Schools that offer more health and wellness programs, tend to perform better than schools that do not.

Activity - School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Practical Living team members continue to improve policy and procedures of the School Health Committee. Activities are being planned for the 2015-16 school year for faculty, staff and students.</p>	<p>Policy and Process</p>	<p>10/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Bob Howard, Susan Stoneking, and Members of the School Health Committee</p>

Activity - Consumerism across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Practical living teachers will continue to fulfill the Consumerism component of the Program Review by providing templates to all content areas, assisting them in teaching a unit on consumerism. All content area teachers will continue to provide lesson plans and student work to document their consumerism instruction.	Direct Instruction	10/01/2015	05/31/2016	\$0	No Funding Required	Susan Stoneking, members of the Practical Living Program Review Team.
---	--------------------	------------	------------	-----	---------------------	---

### Strategy 3:

Arts and Humanities Program Review - During the 2014-2015 school year, the Arts and Humanities Program Review team met to discuss each demonstrator of their program. They have divided into sub groups according to demonstrators. They have discussed deficiencies in the program and have made plans to address those deficiencies. During the 2015-2016 school year the team will continue to meet and review the "next steps" that were addressed the previous year, and continue to monitor and implement these "next steps" to maintain our "proficient" status for the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: Organization and planning is a globally recognized strategy to address needs.

Activity - Arts-Based Literacy Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A drama teacher has been hired who is National Board Certified in English and participates in literacy training and advocacy at the state level; another teacher within the department is also certified in English. Together, these teachers will provide a workshop for the rest of the Humanities department on literacy strategies appropriate for use in performing and visual arts courses.	Professional Learning	11/10/2014	11/28/2014	\$0	No Funding Required	Kerry Hancock (Drama, National Board Certified Teacher in English; Katherine Lowther (English, Humanities)

Activity - Professional Growth Plan Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with administrators to ensure their professional growth plans are appropriate for their content area and are aligned with the Comprehensive School Improvement Plan. Teachers will actively seek out opportunities for growth within their area of need, and attend workshops/trainings and research effective, best-practice methods to implement the changes identified and targeted.	Professional Learning	11/02/2015	05/31/2016	\$0	No Funding Required	School administrators ; Humanities Department

Activity - Cross-Curricular Arts-Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

<p>In 2014-2015, the humanities department collaborated with teachers in other content areas. In 2015-2016, each humanities department member will be assigned a content area to serve, and will ask to be placed on department meeting agendas. During this time, the humanities/fine arts teacher will brainstorm ideas for cross-curricular projects and learning opportunities within the content areas, and will identify teachers who are interested and willing to plan and implement arts integrated, cross-curricular projects. Each humanities/fine arts teacher will report to the department chair, who will offer suggestions for implementation or indicate areas of concern that will need to be addressed. As the teachers create lessons with their contacts in the other departments, they will write up the lessons/units for publication in CIITS and provide the department chairs in humanities and the content areas electronic copies for future implementation.</p>	<p>Policy and Process</p>	<p>11/02/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Katherine Lowther (Department Chair, Humanities); Kris Olson (Choir); Michele Johnson, Stephanie Wilson (Visual Art); Michael Payne (Band)</p>
--	---------------------------	-------------------	-------------------	------------	----------------------------	---

Activity - Schoolwide SBDM Arts Integration Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The humanities department will create a policy for approval by the administration and Site-Based Council. Similar to the Writing Program Review policy, teachers will be required to submit samples of work indicating that some form of the arts (visual or performing) is being presented, taught, and manipulated throughout the school year. Humanities/fine arts teachers will be assigned to each department and will serve as the contact point and resource for other content areas. These teachers will also be responsible for brainstorming ways to implement the arts in the non-arts classrooms, or help to identify activities that already fulfill the requirement. The department will create directions and cover sheets for non-arts teachers to use when planning and submitting work, to help teachers understand what are permissible and aligned samples. Teachers should submit aligned work samples each quarter for review by the humanities department.</p>	<p>Policy and Process</p>	<p>11/10/2014</p>	<p>05/15/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Katherine Lowther (Department Chair, Humanities); Kerry Hancock (Drama); Michele Johnson, Stephanie Wilson (Visual Arts); Michael Payne (Band)</p>

Activity - Model School Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The humanities department will research schools with high-functioning arts programs throughout the area, and will present the contact information for these programs to the principal. The principal will contact these schools and arrange site visits for the humanities department to meet with program administrators, teachers, support staff, and students, to learn ways to improve and implement high-level arts programs within the school.</p>	<p>Professional Learning</p>	<p>11/03/2014</p>	<p>05/15/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>David Bolen (principal), Katherine Lowther, Kerry Hancock, Michele Johnson, Stephanie Wilson, Michael Payne.</p>

Activity - School to Community Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

The humanities department chair will maintain a department website, with upcoming concert and show dates, recent successes within the department, and information about upcoming audition opportunities in the various programs. The principal will send emails to other school principals as appropriate (especially when applications for the Fine Arts Cohort are opened to the junior high), and will contact the Winchester Sun and school Smoke Signals newspapers when arts events need to be publicized or celebrated. An administrator will attend a variety of arts events throughout the year, and will meet with parents, guardians, and other attendees before or after the events, showing support for the artistic endeavors of the student body.	Other	11/02/2015	05/31/2016	\$0	No Funding Required	School administration ; Katherine Lowther (Department chair); all Humanities/Fine Arts Teachers.
--	-------	------------	------------	-----	---------------------	--

### Strategy 4:

World Language Review Strategy - During the 2014-2015 school year, the World Language Program Review team met to discuss each demonstrator of their program. They have discussed deficiencies in the program and have made plans to address those deficiencies. During the 2015-2016 school year the team will continue to meet and review the "next steps" and continue to monitor and implement these "next steps" to achieve a "proficient" status for the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: Organization and planning is a globally recognized strategy to address needs.

Activity - "Next Steps" Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The World Language program at GRC will implement an online data system to demonstrate our compliance with the state-mandated Program Review coming into effect this year. The system will be via OneDrive, where folders will be set up for each domain, with demonstrator of the domain and characteristic of the domain clearly separated into their own folders. All evidence will be in digital form, using different document types, scanned documents with the CamScanner app, and video or audio files when applicable. Administrative access will be open within the Program Review team and school administrators for transparency and free flow of information.	Policy and Process	11/16/2015	05/31/2016	\$0	No Funding Required	WL Leaders and all teachers

Activity - World Language PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The World Language department will institute a more streamlined and intentional approach for meetings, to properly address each component of the World Language program Review. The department will adopt the Professional Learning Community model of other departments, meeting during planning time once a week to flesh out the needs of the World Language Program Review a great depth while also addressing day-to-day issues in the teaching of World Languages. Individual responsibilities within the Program Review will be assigned in the PLCs as well. Bi-weekly department meetings will occur after school to encapsulate the work of individuals, teams, and the PLC with the World Language Program Review and analyze the evidence from a broader prospective.	Policy and Process	11/16/2015	05/31/2016	\$0	No Funding Required	WL Leaders

## Goal 6: Increase the TELL Survey overall category by six percentage points (88.9% to 95%) by May, 2016

### Measurable Objective 1:

collaborate to increase the TELL survey overall category from 88.9% to 95% by 05/30/2017 as measured by the TELL Survey.

### Strategy 1:

Culture and Climate - George Rogers Clark High School will place a continued emphasis in making our school the best place to work and learn. GRCHS administration will monitor the pulse of the school by communicating on a consistent basis with staff about the teaching and learning working conditions.

Category:

Research Cited: Cohen, J., Shapiro, L, & Fisher, M. (2006). Finding the Heart of Your School: Using School Climate Data to Create a Climate for Learning. Principal Leadership (The journal of the National Association of Secondary School Principals), Vol. 7, 4, pages 26-32.

Activity - Staff Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff at GRCHS will be part of a selection process to select a committee to lead the charge to be more transparent as a school to improve the perceptions of the working and learning environment. This committee will meet on a consistent basis with all staff to provide possible solutions to administration to improve those critical areas of the TELL survey.	Other	08/12/2015	05/30/2017	\$0	No Funding Required	All Staff, School Administration

### Strategy 2:

PowerWalks - The administration team will perform PowerWalks daily.

Category: Continuous Improvement

Activity - PowerWalks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will perform daily PowerWalks to be more visible to teachers and students and to ensure that teachers are delivering quality instruction in the classroom.	Academic Support Program	08/11/2015	05/30/2016	\$1600	General Fund	Administration team

## Goal 7: Equitable Distribution

### Measurable Objective 1:

demonstrate a proficiency to ensure 100% of GRCHS students are taught with a highly qualified teacher by 05/30/2016 as measured by NCLB Teacher Highly Qualified Report..

**Strategy 1:**

Highly Qualified Teachers - All teachers employed at GRCHS will meet the required NCLB Highly Qualified Teacher Criteria; if they don't meet it initially, they will be provided with support to meet the established criteria.

Category: Human Capital Management

Activity - Review of Teachers' Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principals will work with the Human Resources department to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/12/2015	05/30/2016	\$0	No Funding Required	Building Administrators
Activity - Support for teachers not meeting the Highly Qualified Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a GRCHS teacher does not meet the Highly Qualified Criteria, that individual will be provided with support in order the meet the established HQ criteria.	Recruitment and Retention	08/12/2015	05/30/2016	\$1000	General Fund	Building Administration
Activity - Teacher Insight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teacher applicants complete the Teacher Insight, an online teacher screener, as part of the application process; the results for each candidate are discussed and evaluated by the principals cabinet and content leads.	Recruitment and Retention	08/12/2015	05/30/2016	\$0	No Funding Required	Building Administrators Content Leads

**Goal 8: George Rogers Clark will reduce our combined math and reading novice rate from 24% to 12% by 2020.**

**Measurable Objective 1:**

collaborate to decrease our overall novice percentage from 24% to 21% by 05/30/2016 as measured by English II and Algebra II EOC results.

**Strategy 1:**

Teaching to Mastery - English II and Algebra II teachers will focus on teaching all students the content standards on a daily basis by answering the questions:

What should students know and be able to do?

How do you know if they know it?

What interventions will provided for those not meeting mastery?

What extensions will be provided for those students who have demonstrated mastery?

Category: Continuous Improvement

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Activity - Mastery Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions and/or extensions.	Academic Support Program	08/12/2015	05/30/2016	\$0	No Funding Required	All English and Math teachers Title I intervention teachers Instructional Supervisor School Administration

### Strategy 2:

Differentiation Training - All English II and Algebra II teachers will participate in extensive differentiation training provide by KEDC.

Category: Professional Learning & Support

Activity - Differentiation Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiation skills learned and modeled during trainings. Teachers will discuss and model differentiation techniques and success in the classroom at weekly PLC meetings.	Professional Learning	08/12/2015	05/30/2016	\$0	No Funding Required	English II teachers Algebra II teachers Instructional Coach School Administration

### Strategy 3:

Reading Plus & Lexia - English and Reading teachers will incorporate Reading Plus and/or Lexia into their weekly instructional plans.

Category: Integrated Methods for Learning

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English and Reading teachers will utilize Reading Plus. The administrative team will progress monitor to ensure fidelity of implementation of the program in all English and Reading classes. Teachers will implement varied and multiple authentic assessments to determine mastery and levels of readers and intervene based on live data.	Academic Support Program	08/11/2015	05/30/2016	\$36000	General Fund	Administration English and Reading Teachers, Instructional Supervisor.
Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

All English, Reading, and Special Education teachers will implement varied and multiple authentic assessments to determine mastery and levels of readers. If students perform at or below a third grade reading level, teachers will intervene using Lexia in their weekly instructional plans.	Academic Support Program	08/11/2015	05/30/2016	\$800	General Fund	English Teachers, Reading Teachers, Special Education Teachers, and Instructional Coach
---	--------------------------	------------	------------	-------	--------------	---

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoolwide SBDM Arts Integration Policy	The humanities department will create a policy for approval by the administration and Site-Based Council. Similar to the Writing Program Review policy, teachers will be required to submit samples of work indicating that some form of the arts (visual or performing) is being presented, taught, and manipulated throughout the school year. Humanities/fine arts teachers will be assigned to each department and will serve as the contact point and resource for other content areas. These teachers will also be responsible for brainstorming ways to implement the arts in the non-arts classrooms, or help to identify activities that already fulfill the requirement. The department will create directions and cover sheets for non-arts teachers to use when planning and submitting work, to help teachers understand what are permissible and aligned samples. Teachers should submit aligned work samples each quarter for review by the humanities department.	Policy and Process	11/10/2014	05/15/2015	\$0	Katherine Lowther (Department Chair, Humanities); Kerry Hancock (Drama); Michele Johnson, Stephanie Wilson (Visual Arts); Michael Payne (Band)
"Next Steps" Implementation	The World Language program at GRC will implement an online data system to demonstrate our compliance with the state-mandated Program Review coming into effect this year. The system will be via OneDrive, where folders will be set up for each domain, with demonstrator of the domain and characteristic of the domain clearly separated into their own folders. All evidence will be in digital form, using different document types, scanned documents with the CamScanner app, and video or audio files when applicable. Administrative access will be open within the Program Review team and school administrators for transparency and free flow of information.	Policy and Process	11/16/2015	05/31/2016	\$0	WL Leaders and all teachers
School Health Committee	The Practical Living team members continue to improve policy and procedures of the School Health Committee. Activities are being planned for the 2015-16 school year for faculty, staff and students.	Policy and Process	10/01/2015	05/31/2016	\$0	Bob Howard, Susan Stoneking, and Members of the School Health Committee

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Arts-Based Literacy Workshop	A drama teacher has been hired who is National Board Certified in English and participates in literacy training and advocacy at the state level; another teacher within the department is also certified in English. Together, these teachers will provide a workshop for the rest of the Humanities department on literacy strategies appropriate for use in performing and visual arts courses.	Professional Learning	11/10/2014	11/28/2014	\$0	Kerry Hancock (Drama, National Board Certified Teacher in English; Katherine Lowther (English, Humanities)
Teacher Insight	All teacher applicants complete the Teacher Insight, an online teacher screener, as part of the application process; the results for each candidate are discussed and evaluated by the principals cabinet and content leads.	Recruitment and Retention	08/12/2015	05/30/2016	\$0	Building Administrators Content Leads
Cross-Curricular Arts-Integration	In 2014-2015, the humanities department collaborated with teachers in other content areas. In 2015-2016, each humanities department member will be assigned a content area to serve, and will ask to be placed on department meeting agendas. During this time, the humanities/fine arts teacher will brainstorm ideas for cross-curricular projects and learning opportunities within the content areas, and will identify teachers who are interested and willing to plan and implement arts integrated, cross-curricular projects. Each humanities/fine arts teacher will report to the department chair, who will offer suggestions for implementation or indicate areas of concern that will need to be addressed. As the teachers create lessons with their contacts in the other departments, they will write up the lessons/units for publication in CIITS and provide the department chairs in humanities and the content areas electronic copies for future implementation.	Policy and Process	11/02/2015	05/31/2016	\$0	Katherine Lowther (Department Chair, Humanities); Kris Olson (Choir); Michele Johnson, Stephanie Wilson (Visual Art); Michael Payne (Band)
Science Mastery Checks	Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/01/2015	05/31/2016	\$0	All Science Teachers, Science Content Lead, Instructional Resource Teacher, and School Administration

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Model School Site Visits	The humanities department will research schools with high-functioning arts programs throughout the area, and will present the contact information for these programs to the principal. The principal will contact these schools and arrange site visits for the humanities department to meet with program administrators, teachers, support staff, and students, to learn ways to improve and implement high-level arts programs within the school.	Professional Learning	11/03/2014	05/15/2015	\$0	David Bolen (principal), Katherine Lowther, Kerry Hancock, Michele Johnson, Stephanie Wilson, Michael Payne.
Math Mastery Checks	Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	All Math Teachers, Math Content Lead and School Administration .
English Mastery Checks	Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions an/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	All English II teachers, Instructional Resource Teacher and School Administration .
Professional Growth Plan Alignment	Teachers will meet with administrators to ensure their professional growth plans are appropriate for their content area and are aligned with the Comprehensive School Improvement Plan. Teachers will actively seek out opportunities for growth within their area of need, and attend workshops/trainings and research effective, best-practice methods to implement the changes identified and targeted.	Professional Learning	11/02/2015	05/31/2016	\$0	School administrators ; Humanities Department
Social Studies Mastery Checks	Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions and/or extensions.	Academic Support Program	08/10/2015	05/31/2016	\$0	All US History teachers, Social Studies Content Lead, Instructional Resource Teacher and School Administration

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Staff Committee	All staff at GRCHS will be part of a selection process to select a committee to lead the charge to be more transparent as a school to improve the perceptions of the working and learning environment. This committee will meet on a consistent basis with all staff to provide possible solutions to administration to improve those critical areas of the TELL survey.	Other	08/12/2015	05/30/2017	\$0	All Staff, School Administration
Review of Teachers' Certifications	Building principals will work with the Human Resources department to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/12/2015	05/30/2016	\$0	Building Administrators
School to Community Communication	The humanities department chair will maintain a department website, with upcoming concert and show dates, recent successes within the department, and information about upcoming audition opportunities in the various programs. The principal will send emails to other school principals as appropriate (especially when applications for the Fine Arts Cohort are opened to the junior high), and will contact the Winchester Sun and school Smoke Signals newspapers when arts events need to be publicized or celebrated. An administrator will attend a variety of arts events throughout the year, and will meet with parents, guardians, and other attendees before or after the events, showing support for the artistic endeavors of the student body.	Other	11/02/2015	05/31/2016	\$0	School administration ; Katherine Lowther (Department chair); all Humanities/Fine Arts Teachers.
"Next Steps" Implementation	The Writing Program Review Leadership Team implemented the "next steps" identified during the 2014-2015 school year. One component that was implemented at the beginning of the year was increasing the number of teachers across content areas involved in writing decisions within the school. The Writing Committee now has over twelve teachers from various content areas: science, math, social studies, arts and humanities, and special education. This process is a great way to increase teacher awareness with what kind of writing is taking place within the school. In addition to increasing the writing team, the leadership team also created a "sample analysis feedback" sheet to provide to teachers after each submission date. This feedback sheet provides each teacher with advice on how to effectively provide "constructive feedback" for students based on what was submitted. As usual, the Writing to Learn, Writing to Demonstrate Learning, and Writing for Real-World Purposes dates were communicated to the principal and the staff. The three submission dates for the year are October 30th, December 18th, and February 27th. Once each teacher submits the samples, the Writing Committee will review and analyze the evidence. The feedback will also help guide the "next steps" for the following year.	Policy and Process	08/12/2015	05/31/2016	\$0	WPR Leaders, Administrators and ALL teachers

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

World Language PLC	The World Language department will institute a more streamlined and intentional approach for meetings, to properly address each component of the World Language program Review. The department will adopt the Professional Learning Community model of other departments, meeting during planning time once a week to flesh out the needs of the World Language Program Review a great depth while also addressing day-to-day issues in the teaching of World Languages. Individual responsibilities within the Program Review will be assigned in the PLCs as well. Bi-weekly department meetings will occur after school to encapsulate the work of individuals, teams, and the PLC with the World Language Program Review and analyze the evidence from a broader prospective.	Policy and Process	11/16/2015	05/31/2016	\$0	WL Leaders
Differentiation Techniques	Teachers will implement differentiation skills learned and modeled during trainings. Teachers will discuss and model differentiation techniques and success in the classroom at weekly PLC meetings.	Professional Learning	08/12/2015	05/30/2016	\$0	English II teachers Algebra II teachers Instructional Coach School Administration
On Demand Writing	In addition to the program review deadlines, the school-wide writing plan continues to be implemented across content areas. The GRCHS acronyms the staff is using for informative and argumentative writing are as follows: (TEE) for informative writing and (CASE) for argumentative writing. The purpose of the school-wide acronyms is to provide more opportunities for students to write On-Demand (real-world) writing on a more consistent basis. Teachers have been trained in the past on what On-Demand pieces look like by a professor from Eastern Kentucky University. There are also multiple On-Demand pilot tests throughout the year at each grade level. All students will complete an On-Demand writing piece in specific content areas throughout the year: English, science, and social studies. These pilot exams will be timed, and students will be encouraged to use the school-wide acronyms for each exam. Essentially, the pilot exams will provide a baseline and multiple benchmark points throughout the year to guide the writing instruction within the English classes. The writing plan and the program review implementation continues in hopes of continuing to increase writing across content areas and to provide students with multiple real-world writing opportunities.	Direct Instruction	09/14/2015	05/31/2016	\$0	WPR Leaders, Administrators and ALL teachers

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Consumerism across the curriculum	Practical living teachers will continue to fulfill the Consumerism component of the Program Review by providing templates to all content areas, assisting them in teaching a unit on consumerism. All content area teachers will continue to provide lesson plans and student work to document their consumerism instruction.	Direct Instruction	10/01/2015	05/31/2016	\$0	Susan Stoneking, members of the Practical Living Program Review Team.
Graduation Requirements	All Counselors reviewed their senior caseload in August 2015 to make sure their students were on track to graduate. Counselors will review grades at the end of the first nine weeks and again at the end of the semester to monitor student achievement and progression towards graduation.	Academic Support Program	08/12/2015	05/30/2016	\$0	Counselors, School administration , Drop out prevention team
Mastery Check	Teachers will use data to inform their instructional practice. Daily formative assessments will be used to determine interventions and/or extensions.	Academic Support Program	08/12/2015	05/30/2016	\$0	All English and Math teachers Title I intervention teachers Instructional Supervisor School Administration
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remediation	ALL SENIORS and Juniors not meeting college or career readiness benchmarks will be assigned to an intervention class focused upon either reading/language arts AND/or math. Students will exit the class as they achieve benchmark.	Direct Instruction	08/12/2015	05/30/2016	\$100000	All CCR teachers, school administration , Austina Bruton, Elton Parish, Lisa Vincent and Eric Osborn.
<b>Total</b>					<b>\$100000</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Lexia	All English, Reading, and Special Education teachers will implement varied and multiple authentic assessments to determine mastery and levels of readers. If students perform at or below a third grade reading level, teachers will intervene using Lexia in their weekly instructional plans.	Academic Support Program	08/11/2015	05/30/2016	\$800	English Teachers, Reading Teachers, Special Education Teachers, and Instructional Coach
PowerWalks	The administration team will perform daily PowerWalks to be more visible to teachers and students and to ensure that teachers are delivering quality instruction in the classroom.	Academic Support Program	08/11/2015	05/30/2016	\$1600	Administration team
Reading Plus	All English and Reading teachers will utilize Reading Plus. The administrative team will progress monitor to ensure fidelity of implementation of the program in all English and Reading classes. Teachers will implement varied and multiple authentic assessments to determine mastery and levels of readers and intervene based on live data.	Academic Support Program	08/11/2015	05/30/2016	\$36000	Administration, English and Reading Teachers, Instructional Supervisor.
Triumph	Teachers will utilize Triumph Curriculum and resources. CCR teachers will intervene based on live data to diagnosis skill gaps and provide services via elective pull outs, small groups, personalized learning opportunities and one-on-one and whole group intervention classes.	Academic Support Program	08/11/2015	05/30/2016	\$4866	Teachers, CCR Intervention teachers, Instructional supervisor
Advance Kentucky	GRC will continue to support open enrollment for all AP classes. Teachers will be trained through Laying the Foundation and College Board to ensure rigorous classroom instruction and high expectations. Continuation funding by the Clark County Board of Education will provide financial incentives to students and their teacher for each qualifying score.	Academic Support Program	08/12/2015	05/30/2016	\$125000	AP teachers and school administration
APEX	Assist students in recovering course credit, allowing them to be on track to graduate.	Academic Support Program	08/12/2015	05/30/2016	\$29709	Courtney Grimes, Mike Riddle, Anne Trimble, Robbin Murphy and Eric Osborn
Support for teachers not meeting the Highly Qualified Criteria	If a GRCHS teacher does not meet the Highly Qualified Criteria, that individual will be provided with support in order to meet the established HQ criteria.	Recruitment and Retention	08/12/2015	05/30/2016	\$1000	Building Administration

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

PBL Experience Class	By choice or suggestion of a counselor, students grades 9-12 registered for the PBL Experience class. These students have various career pathway interests and represent diverse segments of the student population. Mrs. Courtney Grimes (PBL teacher) facilitates these classes. Students participate in school/community problem-based learning throughout the school year. The group of students, working under the direction of Mrs. Grimes, and Molly Stotts (local organic farmer), designed their PBL experience around sustainability. The primary focus of this group is implementation of a "Farm to Table" initiative that allows use of the rooftop garden greenhouse while developing new sustainable growing systems (hydroponics/aquaponics).	Direct Instruction	08/12/2015	05/30/2016	\$1000	Courtney Grimes & school administration
<b>Total</b>					<b>\$199975</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PASS	Allow students who have academic and behavior issues to recover course credit, allowing them to be successful and on track to graduate	Behavioral Support Program	08/12/2015	05/30/2016	\$20000	Sumyr Ramsey and Heather White

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

<p>Literacy Strategies</p>	<p>In an effort to increase student achievement with literacy, George Rogers Clark High School has implemented several strategies to increase the monitoring of literacy across content areas. PLC meetings have become high priority for all content areas. Each content area meets weekly to discuss student data, assessments, and specific strategies to increase student achievement. The Instructional Specialist has shared several reading strategies with each department to assist with the novice reduction plan. Some of the strategies implemented are gist statements, saying and doing, highlighting for purpose, and text mapping. One of the main purposes for using the same strategies across content areas is for students to see similarities and to increase their ability with these specific strategies. During PLC meetings, several protocols are administered to assess student work with the strategies and their effectiveness. In addition to the newer strategies shared across content areas, teachers still refer to the "GRCHS Literacy Within the Classroom" sheet that includes strategies such as Baker's Dozen, List Group Label, Mystery Word of the Day, and Concept Maps. Teachers use the differentiated strategies to instruct the complex processes, concepts, and principles of literacy to make instruction accessible to all students. The three Writing Program Review deadlines are part of the monitoring progress for all teachers in how often they are implementing the strategies within their classrooms. The Writing Committee meets after each deadline to assess the writing samples submitted by each teacher. Analysis sheets are provided with feedback to the teacher on the sample he or she submitted and tips or strategies for the next submission deadline. In addition to the program review submissions, freshman, sophomore, and junior teachers increased the implementation of the new literacy program: Reading Plus. Over half of the freshman and sophomore students are enrolled in a Reading Plus course. Baseline assessments were given at the beginning of the year to create the target list of students not on grade level. Junior students use the program once a week for at least two hours to increase comprehension and reading rate for the ACT. Overall, the program will monitor student progress with reading throughout the year and hopefully increase by three grade levels. The reading data provided also guides teacher lesson plans to include differentiated methods of literacy when needed.</p>	<p>Direct Instruction</p>	<p>08/12/2015</p>	<p>05/30/2016</p>	<p>\$60000</p>	<p>English Content Leads and all teachers</p>
----------------------------	--	---------------------------	-------------------	-------------------	----------------	---

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

GEAR UP GRC	GRC teachers will use GEAR UP supplied educational programs within their classrooms to foster and develop a college-going culture. (See GEAR UP Grant). Three CCA's will work with teachers and students both in the classroom and during an open computer lab every Wednesday.	Direct Instruction	08/12/2015	05/30/2016	\$12500	GEAR UP CCA's (Tonya Smith, Melissa Young, Barbara Taulbee) and GRC teachers
Remediation	ALL SENIORS and Juniors not meeting college or career readiness benchmarks will be assigned to an intervention class focused upon either reading/language arts AND/or math. Students will exit the class as they achieve benchmark.	Direct Instruction	08/12/2015	05/30/2016	\$20000	All CCR teachers, school administration, Austina Bruton, Elton Parish, Lisa Vincent and Eric Osborn.
Interventions	Students will have the opportunity to take practice college and career ready assessments. ACT and Compass/KYOTE study sessions will be provided to students on a routine basis throughout the year. All students will have access to TRIUMPH, WinLearning an online ACT tutorial.	Direct Instruction	08/12/2015	05/30/2016	\$7500	School administration, Eric Osborn, Austina Bruton, Elton Parish, Lisa Vincent, and CCR intervention teachers.
<b>Total</b>					<b>\$120000</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Connections teachers will review the requirements for graduation and ensure their students are on track to graduate with their class.	Behavioral Support Program, Academic Support Program	08/12/2015	05/30/2016	\$0	Connections Teachers
<b>Total</b>					<b>\$0</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

GEAR UP GRC	GRC teachers will use GEAR UP supplied educational programs within their classrooms to foster and develop a college-going culture. (See GEAR UP Grant). Three CCA's will work with teachers and students both in the classroom and during an open computer lab every Wednesday.	Direct Instruction	08/12/2015	05/30/2016	\$12500	GEAR UP CCA's (Tonya Smith, Melissa Young, Barbara Taulbee) and GRC teachers
<b>Total</b>					<b>\$12500</b>	

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Course Interventions	<p>Students will be pulled from non-core classes during 6th block and iTime to receive direct supplemental instruction. GRC will continue to offer CCR classes in English and Math, focusing on closing skill gaps.</p> <p>1. Interventions: The teachers will formatively assess students on a daily basis to determine if they are mastering the standard(s) being taught. Based on an evaluation of these daily formative assessments throughout the week, teachers will group their own students accordingly within their classrooms differentiating instruction so that every student is provided with the opportunity to work on and prove mastery. The nature of Intervention will ultimately depend on the number of standards and topics covered, as well as student performance. These activities may consist of handouts, peer interaction, reading comprehension and interpretation, among many others in which the activities are student driven.</p> <p>2. Pulls: Interventions, standard-focused mastery checks, and unit exams will serve as a reevaluation of individual student mastery. Mastery checks, consisting of 5-10 questions, will be given every one to two weeks to provide additional data on individual student mastery. Students will be reassessed after each assignment to Intervention, mastery check, and or unit exam. Additional interventions will be assigned as needed to either 6th block or iTime class on Tuesdays and Thursdays.</p>	Direct Instruction	08/11/2015	05/30/2016	\$100000	CCR teachers Content intervention teachers
<b>Total</b>					<b>\$100000</b>	

**IDEA**

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PASS	Allow students who have academic and behavior issues to recover course credit, allowing them to be successful and on track to graduate	Behavioral Support Program	08/12/2015	05/30/2016	\$60000	Sumyr Ramsey and Heather White
<b>Total</b>					\$60000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing - English	Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	English Writing Resource Teachers, Instructional Resource Teacher, all English Teachers, and Administration
Writing - Science	Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	Science Writing Resource Teachers, Science Content Lead, School Administration, Instructional Resource Teacher, and all Science Teachers.
PBL Alternative Class	Targeted (high-risk) individual students (chosen by admin and counseling) have been placed in small alternative class settings where a primary focus of credit recovery is project based learning. Working with PBL teacher Courtney Grimes, these students will demonstrate mastery of content through a performance-based credit that will be assessed by content teachers in that subject area.	Academic Support Program	08/12/2015	05/30/2016	\$40000	Courtney Grimes and school administration

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Creation of the MILL (Make it Learning Lab)	The MILL is a makerspace which provides a flexible, hands-on environment where a variety of hardware and software tools are used to create, design, invent and make. Students can receive credit through project-based learning opportunities that can be accompanied by the traditional classroom or credit recovery.	Career Preparation/Orientation	08/12/2015	05/30/2016	\$40000	Courtney Grimes, Michael Chamberlain & Anne Trimble
Reading in Science	Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	Science Lead, all Science Teachers, Instructional Resource Teacher, and School Administration
Connections	George Rogers Clark High School teachers and administrators will participate in a Connections advisory program with twenty or fewer students. The allotted time will be used to assist students in college and career readiness, self-responsibility, character education and goal setting to prepare them for the post secondary world.	Direct Instruction	08/12/2015	05/30/2016	\$5000	All teachers and school administration
Mastery Check	GRC has increased rigor with the implementation of Quality Core, Common Core, Advanced Placement, Dual Credit and Core Content 4.1 curriculums. In addition, GRC is emphasizing its instructional focus on mastery teaching of both content and skill standards. In our mastery model, four questions are at the heart of implementation: 1. What should students know and be able to do? 2. How will teachers know if students know and can do? 3. What interventions will be provided for those students who did not achieve mastery 4. What extensions will the teachers provide for students who reached mastery? Mastery teaching includes pre-assessment to determine what students know and/or can do. Core instruction is anchored in the standard and students prior knowledge is determined by pre-assessments. Activities include, but are not limited to direct, whole and small group instruction. The utilization of varied intelligences is significant in order to provide responsive and engaging instruction to convey both content and skills. Formative assessment and analysis is implemented to determine where students are instructionally as well as to inform instructional practices. Daily formative assessments will be used to determine interventions and/or extensions. Progress monitoring will be used to ensure implementation of fidelity.	Direct Instruction	08/12/2015	05/30/2016	\$1500	All Biology, English II, US History & Algebra II teachers

## 2015-2016 GRC School Improvement Plan

George Rogers Clark High School

Differentiated Instruction - Math	Teachers will implement the differentiation skills (i.e. Quick Quads) learned at the Achieving Success in the Algebra 2 and Calculus Classroom with Underserved Students Workshop into their daily instruction and lesson delivery to meet the learning needs of individual students. Kahn Academy will also be implemented as a differentiation strategy for both remediation and acceleration. This professional development will be continued throughout the year (October 2, November 19, January 13, February 19, March 11) to provide continued support and inform instruction. The teachers receiving training include Maggie Doyle, Kevin Cope, Patricia Fraley and Maria Richards).	Academic Support Program	08/10/2015	05/31/2016	\$2500	All Math Teachers, Math Content Lead, and School Administration .
Reading in English	Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	All English Teachers, Instructional Resource Teacher and School Administration .
ILP Advising	All Connections teachers will embed the ILP into their Connections class. The ILP will be used as an individual advising tool. Focus will be placed upon establishing either a college or career pathway during their freshman year. Counselors will provide additional training for teachers on the ILP throughout the year.	Academic Support Program	08/12/2015	05/30/2016	\$1500	Counselors and Connections Teachers
Differentiated Instruction - Science	Teachers will implement the differentiation skills learned from previous trainings into their daily instruction and lessons to meet learning needs of individual students. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	All Science Teachers, Science Content Lead, Instructional Resource Teacher, and School Administration .
Writing-Social Studies	Teachers will attend writing professional development opportunities throughout the year and will implement the strategies and the school-wide acronyms (CASE) in their classrooms. Content teachers will be receiving assistance from their writing resource teachers and the instructional specialist in regards to crafting relevant writing prompts, modeling the school-wide acronyms for structure, and teaching them how to write constructive feedback for their students. This process also overlaps with the Writing Program Review. Teachers will submit the three types of writing for specific deadlines throughout the year: writing to learn, writing to demonstrate, and writing for real-world purposes. Teachers will continue to receive training and support on the various forms of writing.	Academic Support Program	08/10/2015	05/31/2016	\$1000	Social Studies Writing Resource Teachers, Instructional Resource Teacher, Social Studies Content Lead, school administration and all social studies teachers.

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Differentiated Instruction - English	Teachers will implement the differentiation skills learned from previous trainings into their daily instruction and lessons to meet learning needs of individual students. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	All English Teachers, Instructional Resource Teacher, and School Administration .
EOC	All teachers of EOC classes will utilize the Quality Core Curriculum and resources. Plans include #1 The administrative team will progress monitor to ensure fidelity of implementation to exceed the 2016 delivery targets set by KDE. Core instruction needs to include performance or project-based education. #2 Implement varied and multiple authentic assessments to determine mastery and levels of readers. #3 Intervene based on live data(balanced assessment) to diagnosis skill gaps and provide services via elective pull outs, small groups, personalized learning opportunities and one-on-one reading intervention classes based on students individual learning needs utilizing researched-based and promising practices. #4 Mastery determination by utilizing multiple strategies often to determine what students have or have not mastered. Continue interventions or provide extensions. Mastery teaching includes pre-assessment to determine what students know and or can do to help determine what teachers need to emphasize instructionally, point of entry and scaffolding of skills about a particular standard. Core instruction is anchored in the standard and student prior knowledge is determined by pre-assessments. Activities include, but are not limited to direct, whole and small group instruction. The utilization of varied intelligences is significant in order to provide responsive and engaging instruction to convey both content and skills. Formative assessment and analysis is implemented to determine where students are instructionally as well as to inform instructional practices. Daily formative assessments will be use to determine interventions and/or extensions.	Direct Instruction	08/12/2015	05/30/2016	\$2500	EOC classroom teachers, school administration
Reading in Math	Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	Math Lead, School Administration , and all Math Teachers.

**2015-2016 GRC School Improvement Plan**

George Rogers Clark High School

Reading in the Content Areas- Social Studies	Teachers will continue to work on incorporating reading strategies, such as gist statements, into their content delivery by including reading strategies into their daily instruction and lesson delivery. An instructional specialist will provide further training throughout the year and will support implementation and continual progress of reading strategies in the classroom.	Academic Support Program	08/10/2015	05/31/2016	\$1500	Social Studies Lead, school administration and all social studies teachers.
Social Studies Differentiated Instruction	Teachers will implement the differentiation skills learned from their summer training into their daily instruction and lesson delivery to meet learning needs of individual students. The social studies department attended the Literacy Design Collaborative seminar and participates in the Social Studies Network. Teachers will collaborate during PLC meetings and discuss successful differentiation strategies from the classroom. Lessons will provide voice and choice and be designed to help students gain reasoning and problem solving skills. Additional follow-up trainings will be held throughout the year to provide continued support and inform instruction.	Academic Support Program	08/10/2015	05/31/2016	\$2500	All US History teachers, Social Studies Content Lead, Instructional Resource Teacher & School Administration
<b>Total</b>					<b>\$109500</b>	

**Perkins**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WinLearning	All teachers of CTE classes will utilize the WinLearning Curriculum and resources. The administrative team will progress monitor to ensure fidelity of implementation.	Academic Support Program, Career Preparation/Orientation	08/11/2015	05/30/2016	\$10000	CTE Teachers, Administration
<b>Total</b>					<b>\$10000</b>	