

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Committee Members

Jill Angelucci (Assistant Principal), Bri Barnett (English Teacher), Sarah Callihan (Special Education Teacher), Kayla Clevenger (English Teacher), Shannon Cooper (Special Education Teacher), Kait Greenwell (Math Teacher), Seth Heinss (Math Teacher), India Isable (Student), Jennifer Mink (Guidance Counselor), Sam Neeley (Student), Andi Rector (Social Studies Teacher), Matt Shepherd (Social Studies Teacher), Ruth Torres (Student), Nick Vogler (Health/PE Teacher), and Karen Yang (Student)

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): By 2023, George Rogers Clark High School will increase the percentage of proficient/distinguished students in reading from 49.9% to 64.9% and in math from 38.1% to 47.1%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May, 2021, George Rogers Clark will increase the percentage of proficient/distinguished students in reading from 49.9% to 54.9% and in math from 38.1% to 41.1% as measured by the reading and math 10 th grade KPREP assessment and reported by KDE.	KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards.	English and math course-alike PLC teams (English 1, English 2, English 3, English 4, Algebra 1, Geometry, and Algebra 2) continuously review and revise curriculum maps and pacing guides, ensuring alignment to the Kentucky Academic Standards.	Standards-aligned curriculum maps and pacing guides will be reviewed and revised in full by June, 2021.	- All unit curriculum maps will be uploaded to the assigned Google Drive folders by 6/2021. - Curriculum maps will be reviewed and revised at weekly PLC meetings.	No Funding Required
		English and math teachers will work in vertical alignment teams to ensure topics not covered during the 2019-20 school year due to the Covid-19 crises are covered by future courses. They will follow the KDE recommended process to ensure fidelity in this work. They will repeat this work for any topics not covered during the 2020-21 school year due to the move to virtual learning.	Updated curriculum maps for the 2020-21 school year and 2021-22 school year will be completed in full by June, 2020 and June, 2021, respectively.	- All unit curriculum maps will be uploaded to the assigned Google Drive folders by 6/2020 and 6/2021. - Curriculum maps will be reviewed and revised at weekly PLC meetings.	No Funding Required
		Teachers will work within their PLC teams to construct standards-aligned summative assessments for each unit.	Students will be able to articulate the learning target and success criteria.	- Standards will clearly visible on all summative assessments and entered into GradeCam.	No Funding Required
	KCWP 2: GRC will put systems in place to ensure Tier 1 educational needs of all students are being met.	All teachers will receive training on the use of formative assessments. Additionally, new and identified teachers will receive additional training on the creation and use of formative assessments as a part of the new teacher cadre. Formative assessments in the virtual setting will be a focus.	Teachers will know at all times where their students are in their learning continuum.	- Learning targets are clearly posted for students as noted in observations. - New teacher cadre and staff PD days used to provide training by 5/2021.	Cost of Any Determined Training

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: GRC will have a protocol to ensure Tier II instructional needs are being met.	Freshman students not meeting benchmark in English and/or Math at the end of their 8 th grade year will be placed in a reading or math intervention class based on their need. MAP test scores will be used to identify students in the fall and winter who are on grade level, and students who meet the criteria will be exited from the class.	Students in the intervention class will show growth on both classroom assessments and other exams (i.e. MAP, ACT, etc.).	- 8/2020 – 5/2021 - Practice ACT given to all freshman 10/2019. - MAP test given 8/2019, 12/2019, and 5/2020.	No Funding Required
		Students not meeting benchmark in English and/or math as determined by the analysis of formative and summative assessment by individual teachers, PLC teams, and the administrative team will be recommended to a virtual intervention time after school hours. Highly qualified teachers in the appropriate subject area will provide students with intervention based on individual need.	Students recommended for interventions will show growth on both classroom assessments and other exams (i.e. MAP, ACT, etc.).	- 08/2020-05/2021 - Intervention times will be Monday-Thursday and broken down by course. - Interventions will occur from 5:00-7:00pm through Google Meets - Intervention process to be monitored and success determined by spring, 2021.	ESS Funding for teacher time and planning
		A peer tutoring program will be implemented allowing students to earn community service hours for providing tutoring to students in need of extra help.	A peer tutoring program will be up and running by the start of next school year.	- A sponsor or group will be identified to organize a peer tutoring program by 5/2020. - Students will be actively participating in a peer tutoring program by 8/2021.	No Funding Required
	KCWP 4: GRC will develop a system for tracking data and engaging students in personal goal setting.	Teachers will track data for all of their students on a spreadsheet to be shared in PLC teams to ensure all students are on track to meet these standards and determine next steps if they are not meeting the pre-determined benchmarks.	Data spreadsheets are kept up to date in Google.	- Data spreadsheets will be up to date in Google. - Data sharing PLCs will occur after each summative exam as noted in PLC minutes.	No Funding Required
		Students will use 8 th grade KPREP data, summative assessment data, and other relevant qualitative and quantitative data to help students set goals for the 10 th grade proficiency exam.	Students will set a goal for the 10 th grade proficiency exam by March of 10 th grade.	- Student goals will be noted in the data tracking spreadsheet along with a teacher goal by 3/1/2021.	No Funding Required
	KCWP 5: GRC will develop school culture supports, both academic and behavioral, to promote and support learning for all.	The Comprehensive School Improvement Planning committee will work to create motivational incentives and acknowledgements for students earning proficiency on their exams and/or giving a good faith effort. Good faith effort will be determined by a set of pre-determined behaviors created by the CSIP committee and reported by the proctoring teachers.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	- Incentives and acknowledgements will be in place and communicated to staff and students by 2/2021 - Incentives and acknowledgements will be awarded before the end of the 2020-21 school year.	Cost of Any Determined Incentives

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): By 2022, George Rogers Clark High School will increase the percentage of proficient/distinguished students in writing from 40.7% to 55% and in science from 31.7% to 45.5%.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May, 2021, George Rogers Clark will increase the percentage of proficient/distinguished students in writing from 40.7% to 45% and in science from 31.7% to 36% as measured by the 11th grade KPREP assessment and reported by KDE.</p>	<p>KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards.</p>	<p>English and science course-alike PLC teams (English 1, English, 2, English 3, English 4, Earth Space Science, Biology, Chemistry, and Physics) will create and continuously review and revise curriculum maps and pacing guides, ensuring alignment to the Kentucky Academic Language Standards and the Kentucky Academic Standards in science.</p>	<p>Standards-aligned curriculum maps and pacing guides will be completed in full by June, 2021.</p>	<p>- All unit curriculum maps will be uploaded to the assigned Google Drive folders by 6/2021. - Curriculum maps will be reviewed and revised at weekly PLC meetings.</p>	<p>No Funding Required</p>
		<p>English and science teachers will work in vertical alignment teams to ensure topics not covered during the 2019-20 school year due to the Covid-19 crises are covered by future courses. They will follow the KDE recommended process to ensure fidelity in this work. They will repeat this work for any topics not covered during the 2020-21 school year due to the move to virtual learning.</p>	<p>Updated curriculum maps for the 2020-21 school year and 2021-22 school year will be completed in full by June, 2020 and June, 2021, respectively.</p>	<p>- All unit curriculum maps will be uploaded to the assigned Google Drive folders by 6/2020 and 6/2021. - Curriculum maps will be reviewed and revised at weekly PLC meetings.</p>	
		<p>All English teachers will ensure all language and grammar standards are being taught with a focus on writing in grades 9-12 through a vertical alignment process to be completed during professional development days and department meetings. The focus will be on the Kentucky Academic Language Standards.</p>	<p>All Kentucky Academic Language Standards are incorporated into one or more English courses' curriculum maps.</p>	<p>- Curriculum maps will be reviewed to check for any missing or duplicated standards and revised as needed by 6/2021.</p>	<p>No Funding Required</p>
	<p>KCWP 2: GRC will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>The school literacy team will meet to develop a process that ensures that reading, writing, speaking, and listening are taught across all curricula. The committee will determine the needs of non-English teachers and English teachers to be successful in</p>	<p>Teachers will be comfortable incorporating reading and writing activities as noted in their</p>	<p>- The literacy team will determine a way to monitor writing in non-English and English classrooms. - The literacy team will assess the needs of staff and create a plan by 8/2021.</p>	<p>Cost of Any Determined Training</p>

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		this endeavor including professional development and other supports.	curriculum maps and observations.		
		Ample on-demand writing opportunities will be given to students to practice and improve in this area. The school literacy team will determine a process for implementing more writing opportunities school-wide and across curricula, some of which will be done on the computer to ensure typing fluency.	All teachers will provide writing opportunities at least once as noted in their curriculum maps.	- The literacy team will determine a way to monitor writing in non-English and English classrooms. - The literacy will create a plan by 8/2021.	No Funding Required
		English teachers at the freshman, sophomore, and junior level will provide opportunities for grammar practice using the English ACT as a guide. They will use No Red Ink to assist in this process.	English teachers will be implementing ACT warm-ups in daily practice as noted in observations.	- Teachers will use data from ACT practice and No Red Ink to determine further writing instruction needs as noted in PLC minutes.	No Red Ink
		The school literacy team will develop a process to encourage and support cross-curricular writing projects. They will help facilitate amongst department and help provide resources as needed.	Each department will participate in at least one cross-curricular writing project in the 2021-22 school year.	- The literacy team will determine a way to encourage and support cross-curricular writing projects. - The literacy will create a plan by 8/2021.	No Funding Needed
	KCWP 5: GRC will develop school culture supports, both academic and behavioral, to promote and support learning for all.	The Comprehensive School Improvement Planning committee will work to create motivational incentives and acknowledgements for students earning proficiency on their exams and/or giving a good faith effort. Good faith effort will be determined by a set of pre-determined behaviors created by the CSIP committee and reported by the proctoring teachers.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	- Incentives and acknowledgements will be in place and communicated to staff and students by 2/2021 - Incentives and acknowledgements will be awarded before the end of the 2020-21 school year.	Cost of Any Determined Incentives

3: Gap

<p>Goal 3 (<i>State your Gap goal</i>): By 2022, George Rogers Clark High School will increase the reading proficiency rate of: African American students from 27.3% to 42.3%, Hispanic students from 36.3% to 51.3%, students with disabilities from 9.1% to 30%, and students qualifying for free and reduced lunch from 37.1% to 52%. We will reduce the percent of students scoring novice in reading of: African American students from 54.5% to 35%, Hispanic students from 40.9% to 25.9%, students with disabilities from 75.8% to 45%, and students qualifying for free and reduced lunch from 40.9% to 25.9%. By 2021, George Rogers Clark High School will increase the math proficiency rate of: African American students from 19.1% to 34.1%, Hispanic students from 18.2% to 33.2%, students with disabilities from 3.4% to 25%, and students qualifying for free and reduced lunch from 23% to 40%. We will reduce the percent of students scoring novice in math of: African American students from 52.4% to 35%, Hispanic students from 36.4% to 21.4%, students with disabilities from 72.4% to 35%, and students qualifying for free and reduced lunch from 42.1% to 27.1%.</p>		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May, 2021, George Rogers Clark High School will increase the reading proficiency rate of: African American students from 27.3% to 32.3% and reduce novice from 54.5% to 48%, Hispanic students from 36.3% to 41.3% and reduce novice from 40.9% to 35.9%, students with disabilities from 9.1% to 16% and reduce novice from 75.8% to 65%, students qualifying for free and reduced lunch from 37.1% to 42.1% and reduce novice from 40.9% to 35.9%. By May, 2021, George Rogers Clark High School will increase	KCWP 2: GRC will continue to reinforce rigor and a culture of college and career readiness through strengthening and expanding AP, Dual Credit, and industry certification opportunities.	GRC will actively recruit minority students to participate in Pre-AP, AP, and Dual Credit classes. An intentional effort will be made by guidance counselors and teachers to identify and encourage students to enroll in these courses. Support systems including watch lists, interventions, intentional scheduling of students, and individual check-ins will be in place to ensure success for the students in these courses.	GRC will see a minimum of 3.6% increase (from 12.6% to >16.2%) in minority enrollment over the next two years in Pre-AP, AP and Dual Credit courses.	- Guidance counselors and teachers will identify students in January for the 2021-22 school year. - Administration will check the percentage of minority enrollment for the 2021-22 school year by 6/2021 in Pre-AP, AP and Dual Credit courses to see if we have met our goal and plan next steps for supports.	No Funding Required
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies.	GRC will continue to perfect a co-teaching model for our regular education teachers and special education teachers to ensure our students are receiving the most effective instruction possible. Training will be provided to sets of teachers that are currently co-teaching. School and district administration will support this work through observations, conferencing, and intentional staff scheduling. A coach will be in the building twice a week to provide feedback and guidance.	Students with disabilities will show growth on both classroom assessments and state and national exams (i.e. MAP, practice ACT.).	- Ongoing co-teaching training and walkthrough observations with feedback for co-teaching teams by school and district administrators. - Each co-teaching team will receive at least one additional observation with feedback by the building coach by 5/2021.	Cost of training – picked up by the district

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<p>the math proficiency rate of: African American students from 19.1% to 24.1% and reduce novice from 52.4% to 46%, Hispanic students from 18.2% to 23.2% and reduce novice from 36.4% to 31.4%, students with disabilities from 3.4% to 10/6% and reduce novice from 72.4% to 60%, students qualifying for free and reduced lunch from 23% to 28.7% and reduce novice from 42.1% to 37.1%.</p>	<p>KCWP 6: GRC will act as a cultural mediator, bridging student culture with school and classroom cultures</p>	<p>GRC will continue to offer courses that provide an opportunity for all students to experience the curriculum through an intentionally culturally diverse lens. Cultural diversity will be reflected in core classes and elective classes. The literacy team will help to compile culturally diverse readings and writing topics to support this effort.</p>	<p>Cultural diverse curriculum will be noted in curriculum maps (i.e., supplemental readings, differentiated assignments, etc.)</p>	<p>- The African American Literature and African American Studies class will be offered again for the 2020-21 and 2021-22 school years - All unit curriculum maps will be uploaded to the assigned Google Drive folders by 6/2021.</p>	<p>No Funding Required</p>
	<p>KCWP 6: School administration will ensure that everyone in the school operates under a unified definition of cultural responsiveness and that teachers are culturally responsive to student needs.</p>	<p>Teachers will participate in professional learning opportunities designed around culturally responsive lesson planning, instruction, assessment, and classroom environment. Teachers will find ways to make their content relevant to students through the lens of culturally responsive teaching in order to receive better buy-in and engagement from all students, specifically students in identified and non-identified subgroups.</p>	<p>Teachers will have a better understanding of culturally responsive teaching and learning. Culturally responsive teaching will be seen in lesson plans and classroom observations.</p>	<p>- All staff will participate in Implicit Bias Training by 8/2020 - Ongoing professional development opportunities will be offered throughout the 2020-21 school year.</p>	<p>Cost of Any Determined Training</p>
		<p>Staff will have the opportunity to participate in 3 focus groups addressing implicit bias, racism, and various cultural topics. These groups will center around studying the podcasts “Nice White Parents” and “1617” and a book study of “How to be an Antiracist”. Groups will have an open and honest discussion and create next steps for our school community.</p>	<p>Over 1/3 of teachers will participate in one of these groups. Specific next steps will be created as a result of these conversations.</p>	<p>- Staff will participate in the focus groups between 8/2020-2/2021. - New focus groups will be offered for interested staff 2/2021. - Actionable next steps will be presented to administration by 5/2021.</p>	<p>Cost of materials for book study.</p>
		<p>A committee focused on culturally responsive teaching will be created with one of their goals centered around bringing in community members representing a variety of minority groups and professional areas to meet with and present to groups of students as well as serve as mentors for individual students.</p>	<p>At least one community member will be brought in each month.</p>	<p>- Committee formed by 4/2021. - At least one community member will be brought in each month starting 8/2021. - The committee can make additional recommendations in the area of cultural responsiveness.</p>	<p>No Funding Required</p>
		<p>School administration will make an intentional effort to recruit and retain high quality minority staff to better mirror the make-up of our student body. Additionally, guidance will identify minority students interested in the field of education, and encourage them to enroll in the teaching pathway. Administration will keep in contact with these students and find ways to incentivize them to return to GRC as teachers.</p>	<p>School administration will attend job fairs and local schools of education to recruit teachers in all curricular areas.</p>	<p>- Local college job fairs will be attended by school and district administration. - Guidance counselors will identify minority students for the teaching pathway when scheduling for the 2021-22 school year.</p>	<p>No Funding Required</p>

4: Graduation rate

<p>Goal 4 (<i>State your Graduation Rate goal</i>): By 2022, George Rogers Clark High School will increase the percentage of students graduating from 97.8% to 98.5%.</p>		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

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<p>Objective 1: By May, 2021, George Rogers Clark High School will increase the percentage of students graduating from 97.8% to 97.9% as measured by the 4-year adjusted cohort graduation rate.</p>	<p>KCWP 2: GRC will have a protocol to ensure Tier 1 and Tier II instructional needs are met.</p>	<p>Students who are identified at risk of not meeting the course completion requirements for graduation will be enrolled in APEX/Cardinal Lab. This program will assist students in recovering course credit, allowing them to be on track to graduate. APEX will not be offered for the first re-take of Algebra 1, Geometry, English 1, and English 2. Teachers will make every effort, including using interventions and regular communication with the student and parents/guardians, to work with students and identify supports to help students be successful in their class.</p>	<p>Students will earn course credit allowing them to be on track to graduate.</p>	<p>- Ongoing process - Each student participating will have an individualized learning plan.</p>	<p>\$30,000-District Funds</p>
	<p>KCWP 5: A process will be in place to ensure appropriate academic and behavioral interventions are taking place to meet the needs of all students.</p>	<p>Counselors at each grade level will ensure that students and teachers have worked together to complete students' Individualized Learning Plan (ILP) through ACE. The ILP will be used as an individual advising tool. Focus will be placed upon establishing college and/or career pathways during their freshman year. The ACE team will provide additional training for teachers on the ILP throughout the year.</p>	<p>Students will know and be able to monitor their own progress towards completing the requirements for graduation.</p>	<p>- Training for the school ACE team will continue throughout the 2020-21 school year. - The ACE team will provide necessary grade-level training to all advisory teachers by 8/2021.</p>	<p>ILP Program-District Funds</p>
		<p>Counselors, school administration, and teachers will work together to support students with truancy issues as they work to catch up on instruction. The counselor will organize individual learning plans for these students to get back on track.</p>	<p>Students with truancy issues will have a path to success upon their return to school.</p>	<p>- Ongoing process. - Each student participating will have an individualized learning plan</p>	<p>No Funding Required</p>

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	KCWP 6: GRC will maintain an open line of communication with both parents and students regarding graduation requirements and ways to achieve academic success.	GRC will host two Title 1 Open house events throughout the school year, one in the fall and one in the spring. This event will serve to communicate requirements for graduation and promote an open dialogue with families regarding student progress including options for intervention for students not on-track to graduate. A committee will work to find ways to make these evenings more meaningful for families and ways to get more families to attend.	Families will know the graduation requirement, how to monitor student progress toward graduation, and what to do if a student is not on-track to graduate.	- A committee will be formed by 6/2021 to plan the open house events for the 2020-21 school year. - Parent teacher conferences will take place virtually online during the 2020-21 school year.	\$2,500 Title 1 Funds
		GRC will host an Incoming Freshman Parent Night to help transition 8 th grade students and their families to high school and a Junior/Senior Parent Night. There will be a focus on graduation requirements, how to stay on-track for graduation, and options for intervention for students not on-track to graduate.	Families will know the graduation requirement, how to monitor student progress toward graduation, and what to do if a student is not on-track to graduate.	- Incoming Freshman Parent Night – TBA. - Junior/Senior Parent Night - TBA	\$1,000 Title 1 Funds

5: Transition Readiness

Goal 5 (*State your Transition Readiness goal*): By 2022, George Rogers Clark High School will increase the percentage of students who are college and career ready from 66.7% to 80%.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May, 2021, George Rogers Clark High School will increase the percentage of students who are college and career ready from 66.7% to 72% as measured by the ACT, KYOTE exam, and industry certifications.</p>	<p>KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards and the College and Career Readiness Standards.</p>	<p>All teachers will review the College and Career Readiness standards regularly through ACT warm-ups and other practice ACT excerpts and full length tests as it matches with their curriculum.</p>	<p>Students will experience ACT practice in a variety of ways in multiple classes throughout the school year.</p>	<p>- ACT warm-ups will be a weekly occurrence in math, English, and science classes as noted in observations. - Social studies and elective courses will participate in ACT review as it relates to their subject area as noted in observations and lesson plans.</p>	<p>No Funding Required</p>
	<p>KCWP 2: GRC will have a protocol to ensure Tier 1 and Tier II instructional needs are met.</p>	<p>All 9th, 10th and 11th grade students will take a practice ACT in February, 2021, as is doable in a virtual setting. The 11th grade test will be administered and scored by Torch Prep. Based on scores, administration will identify groups of students to participate in virtual test prep opportunities offered through TorchPrep and Cambridge prior to the spring test date.</p>	<p>Individual student ACT scores will show growth from initial practice test to actual exam.</p>	<p>- TorchPrep and Cambridge test prep sessions will be self-paced and virtual.</p>	<p>\$35,000</p>
	<p>KCWP 2: GRC will continue to reinforce rigor and a culture of college and career readiness through strengthening and</p>	<p>All 10th and 11th grade students will take an official ACT exam in March, 2020. This score will count towards transition readiness for students who meet their benchmarks in math and English or reading. Teachers will use these exams to help students set goals for themselves on successive ACT exams.</p> <p>Open enrollment for all AP courses will be supported, and students will be encouraged to enroll in these courses. Teachers will be trained through College Board to ensure rigorous classroom instruction and high expectations. Continued funding by the Clark County Board of Education will provide financial incentives to students and teachers for each qualifying score.</p>	<p>Individual student ACT scores will show growth on each successive ACT test.</p> <p>AP enrollment and success rates will increase.</p>	<p>- Administration will monitor test scores and keep track of transition readiness for each student on a master spreadsheet for each grade level.</p> <p>- Students will be encouraged to enroll in AP courses in the spring for the following school year. - College Board PD over the summer for teachers.</p>	<p>\$14,000 – sophomore official ACT</p> <p>\$15,000 District Funded Grant</p>

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	expanding AP, Dual Credit, and industry certification opportunities.	Dual credit opportunities will be available to students if they meet college ready benchmarks. Students have opportunities to take dual credit at GRC through the following organizations: BCTC, MSU, and the ECU Now program.	Dual credit enrollment and success rates will increase.	- Students will be encouraged to enroll in Dual Credit courses in the spring when scheduling for the following school year	\$15,000 District Funded Grant
		GRC will continue to increase the number of pathways that provide students an opportunity to earn an industry certification. The guidance counselors will make each student aware of all of the possible pathways that they may enroll in when scheduling for their freshman year and continue to inform them of these opportunities as they align to the student's ILP.	More students will earn the career ready status by earning an industry certification	- Pathways with industry certification for the 2021-22 school year will be determined prior to course selection in the spring of 2021.	\$20,000 Perkins Fund
	KCWP 5: Develop school culture supports, both academic and behavioral, to promote and support learning for all.	The comprehensive school improvement planning committee, the guidance office, and school administration will work together to create motivational incentives and acknowledgements for students earning college and career ready status.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	- Incentives and acknowledgements will be in place and communicated to staff and students by 2/2021 - Incentives and acknowledgements will be awarded before the end of the 2020-21 school year.	Cost of Any Determined Incentives
KCWP 6: GRC will continue establish a culture of college and career readiness by providing opportunities for students to learn about different college and career paths.	A college and career counselor will be hired with a focus on providing grade-level appropriate activities for students as they prepare for post-secondary opportunities. This counselor will work with students individually, in small groups, and in grade-level groups to ensure students are aware and prepared for different steps along their path to college and/or career.	The college and career counselor will coordinate events and opportunities for all students.	- College visits (virtual) will be coordinated, communicated, and well attended by juniors and seniors throughout the 2020-21 school year. - A minimum of one event per grade level will occur during the 2020-21 school year.	No funding required	