

Creating Strong Community Partnerships for Student Achievement

Berea Independent Schools
Washington County Schools





Our Story

- Strategic Leadership Plan
 - Aligned with **community partners** to create a shared vision of education within the district. Through that work, we heard **our workforce** express their need for competent and dependable employees. We also heard **our families** express the strong desire to have our students ready for *post-secondary transition*. We began conversations around how we could *provide opportunities to our students* to meet those needs, which led to our *Profile of a Graduate competencies*.
- Commander Ready-Profile of a Graduate
 - Communicator
 - Initiative
 - Life Management
 - Citizenship
 - Equipped



Our Story

- L3
 - After looking at the work our SLT had done and the powerful impact the **community partnerships** established through the process, we were excited to be able to dream about how we could grow what we learned in our *strategic planning process* into a Local Laboratory of Learning (L3) for our district.
 - Currently, we are in the early stages of selecting our **L3 committee members**. We had a natural fit in our **Executive Director of SWEDA as our co-lead**. We created an invitation and application to send to potential candidates and we will work through committee selection by the end of the year.
 - **Next Steps**
 - Develop Committee
 - Host Kick-Off/Celebration to create a shared vision
 - Empathy Interviews
 - Analyze data to determine our greatest need and action plan



KUWL Connections

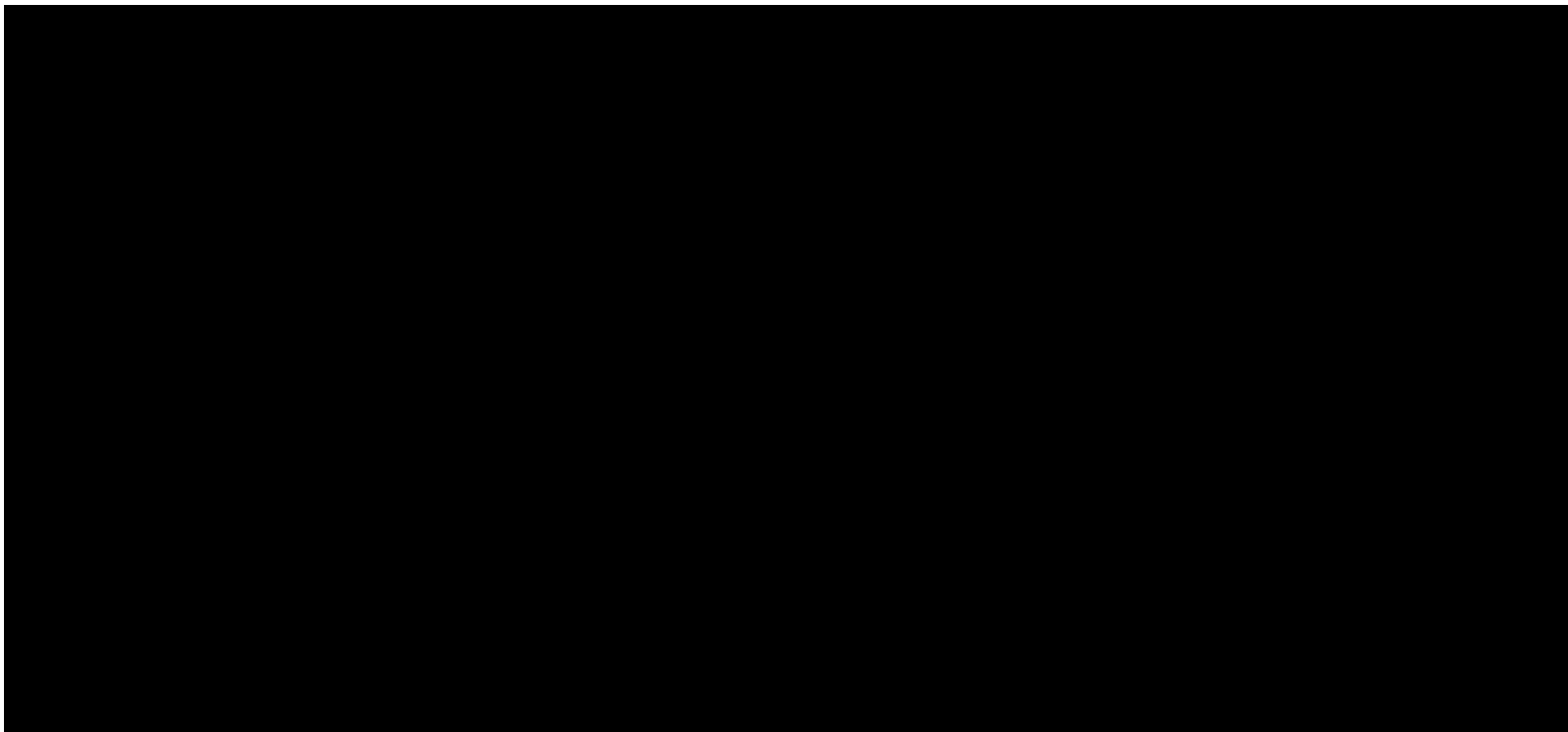
Vibrant Learning Experiences

- Commander Ready Student Defenses
- School-to-Work for Post-Secondary Transition

Community Engagement

- Strategic Planning Committee
- L3 Coalition
- Community Partnerships
 - Universities
 - Local Industry
 - Internships

Industry Speaks





How is this work creating more vibrant learning experiences for students?

- Based on student interest
- Commitment is proportional to staffing needs
- Focused and agreed-upon curriculum, standards driven
- Quality over quantity
- Attractive experiences, driving attendance and student engagement
- Promising opportunities, resulting from fidelity to the prescribed course
- Active and fluid presentation rubrics (multiple opportunities to present & improve...formative/summative)
- Opportunity for innovation, creativity, project based learning
- Addition of culture and language classes (Korean and Japanese)
- Makerspace opportunities with commitment
- Presentation by community experts



What is the approach measuring and sharing student learning or skill development?

- Rubrics developed during IDC, leading to a recursive developmental phase of idea, to actual opportunity for implementation in our learning spaces
- Possible ways to earn math and ELA credit tied to ILP and student interest/internships/job shadowing
- Student/parent/ community partnering (contract/agreement), before, not during
- Mastery of basic skill(s) in various career pathways as evidenced by industry certifications and end-of-program assessments
- Successful completion of dual credit courses



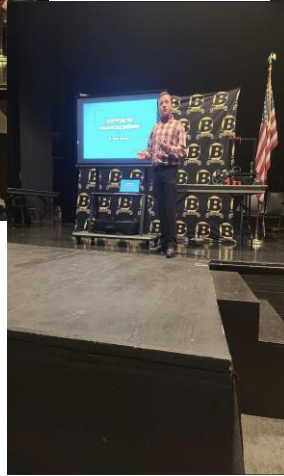
How is the community engaged in the work?

- Internships
- Potential apprenticeships
- Dual credit opportunities
- Professional adjuncts and consultants from the community
- Community leaders serving on Advisory Councils for each career pathway
- Partnerships with the City of Berea
- Micro Credentialing for students and faculty through ECU Workforce Development
- Community business/industry leaders and city officials partner with BCS and serve as a mentor and resource for students to provide international opportunities such as International Design Challenge and cultural and language courses.
- Certificates that can be earned through ECU for students
- (We need a well-defined reciprocal, beneficial agreement that we can enter in to when beginning a partnership... "here's what we need from you..here's what you'll get in return"; honest communication up-front creates buy-in, provides direction, builds morale, keeps everyone honest, and provides certain guarantees to all stakeholders.)



Aim High, and Dare to Be Great!

Students at Work Through the Process





Aim High, and Dare to Be Great!

Students at Work Through the Process



Greenup County Schools

Local

Accountability

Model

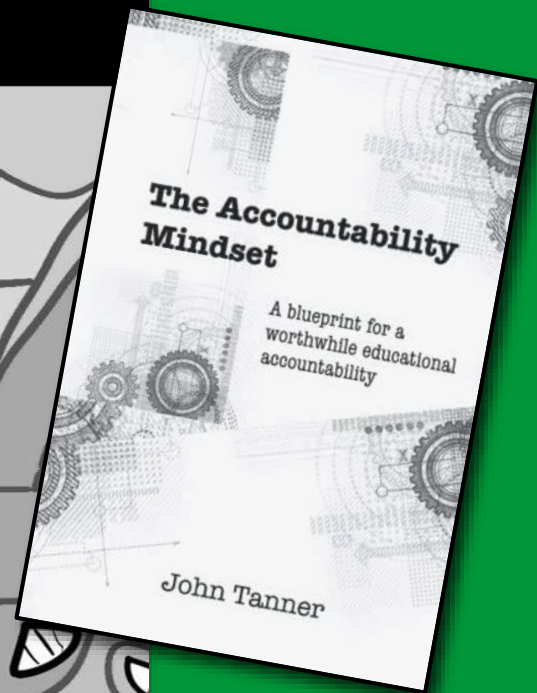


Student Centered
Community Driven
Future Focused

#BelieveInGC

Benefits - Based

Protectionist



Influenced by: John Tanner's work on assessment & accountability.

Community Education Innovation Team

**50
Members**

**Personalized
Approach**

**Flexibility in
Assessment**

**Local
Accountability**

Our **Big Why** - *traditional learning provides minimal results and impact on communities*

In 2010 Greenup High School was named a Persistently Low Achieving (PLA) School by the state of Kentucky.


Graduation Rate 82.6%

College/Career Readiness 45.9 %

ACT Avg. 17.5

Poverty Rate 68.2%

Enrollment 2,833



In 2018-19 Greenup County High school was labeled a School of Distinction the highest rank possible in Kentucky. The district was also labeled “Distinction”.

Graduation Rate 96.4%

College/Career Readiness 113.38%

ACT Avg. 19.7

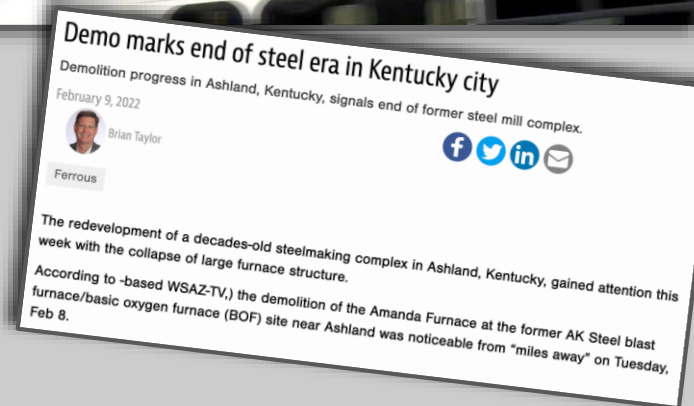
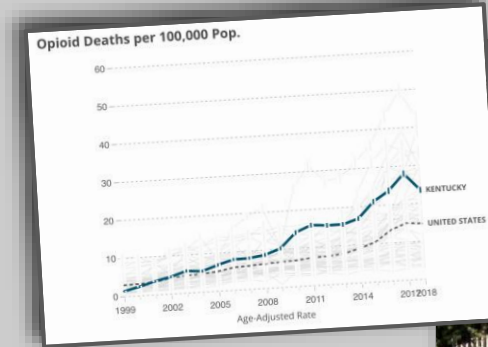
Poverty Rate 67.4%

Enrollment 2,777

Our **Big Why** - *traditional learning provides minimal results and impact on communities*

In the Community

- Drug Epidemic
- Loss of AK Steel
- Loss of Bellefonte Hospital
- Loss of population
- Grandparents raising children



Class of 2012: *Where are they today?*

1. Are they carrying student loans?
2. Are they making a living wage?
3. Are they able to afford housing, transportation, etc?



DID YOU KNOW?

In the US Economy, for every



1 job requiring a master's degree, there are...

2 jobs that require a bachelor's degree, and

7 jobs that require a 1 year certificate or 2 year degree

GC Education Innovation Meetings

Stakeholders Viewpoint



GREENUP COUNTY MUSHETEERS

GC Education Innovation Team

“ I’m excited to partner with the GCATC to educate and train future electrical workers. Students will greatly benefit from the opportunity to participate in established apprenticeship programs.”

DISTRICT OF INNOVATION



GREENUP COUNTY MUSHETEERS

GC Education Innovation Team

“ I’m looking forward to working on the Profile of a Graduate and the essential skills needed to graduate. I’m also very excited about the opportunity to grow dual credit partnerships.”

- Sarah Brown, Parent/ACTC

DISTRICT OF INNOVATION



GREENUP COUNTY MUSHETEERS

GC Education Innovation Team

“ I’m excited about moving away from the emphasis on traditional testing and moving toward a career experience focus.”

- Joe Bob Greenlate, Business Owner

DISTRICT OF INNOVATION



GREENUP COUNTY MUSHETEERS

GC Education Innovation Team

“ I was unsure if I would come back home once I finished medical school, but the truth is there’s no community that compares to ours. If I’m going to take care of people I want to take care of my own, and I want to empower the next generation of GC students to do the same. The direction Greenup County Schools is taking is amazing.”

- Ashley Wright, D.O., GCHS Alum

DISTRICT OF INNOVATION



Stakeholder Statements

I was a terrible test taker and I feel that lead to me struggling in college. High school was a breeze but I wasn't college ready.

College was a shock.
I dropped out of pre-med because I just wasn't ready.

CTE was never an option pushed when I was in school - it was only about college.

They need **common life skills** like budgeting, balancing a checkbook, credit/credit scores, stocks, retirement, interest rates on loans and **working as teams**.

When I was in school, we didn't have state tests. Our teachers **just prepared us for the outside world both college and career AND IT WORKED.**

I tried to follow the college route but I **needed more of a well-rounded academic program** to succeed.

Data Results from Meeting #1 Exit Survey



1. Career Readiness
2. Graduation Rate
3. Business Apprenticeship
4. Mental Health/Life Skills Support
5. Community Outreach
6. Appearance of Schools
7. Athletic Competition and Success
8. College Preparation
9. ACT Results/Test Scores

Our Problem Statement *Simplified* from Empathy Interviews



Our **students and community want the school to provide a variety of opportunities to succeed** in not only academics but many career trades as well. Our school district does provide many of these opportunities but **students aren't always aware of what is available** and how to showcase what they know. The community wants information shared with transparency and in a relatable format.





GREENUP COUNTY SCHOOL DISTRICT

STRATEGIC PLAN FOR 2021 - 2024

Greenup County Schools has identified four pillars of focus for the following three years. Our "All for One" approach signifies that all 4 pillars must be continuously addressed to maximally benefit each individual Greenup County student.

CORE PILLARS



GOLD STANDARD STUDENTS

1. Expand district-wide student opportunities for 21st century job skill development.
2. Establish a structured senior seminar program at GCHS.
3. Develop a transition mentoring program for all students entering middle and high school.
4. Review and revise the curriculum plan to increase student mastery of essential elementary academic goals.



GOLD STANDARD STAFF

1. Determine and capitalize upon critical success factors related to employee satisfaction and engagement.
2. Identify key positions eligible for retirement with the next 3 years and create succession plans.
3. Collaborate with local universities to foster teacher recruitment and placement process.
4. Create and implement a comprehensive staff development and mentoring program in all departments.



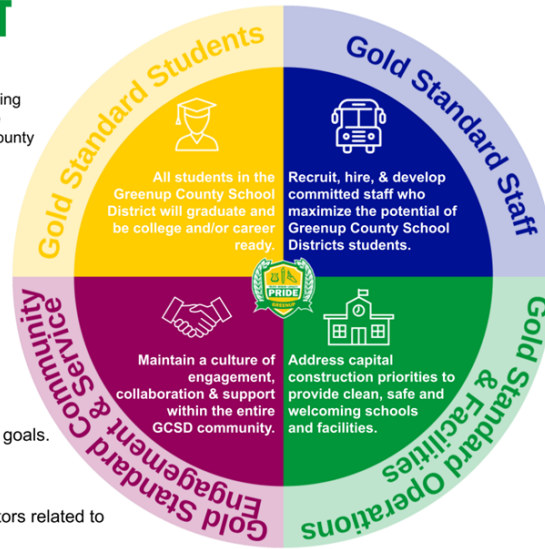
GOLD STANDARD COMMUNITY ENGAGEMENT & SERVICE

1. Determine and capitalize on critical success factors related to community satisfaction and engagement.
2. Expand youth sports programs and feeder systems to strengthen engagement for middle and high school athletic programs.
3. Develop a sustainable transportation system for students involved in after-school activities to assist families.
4. Establish the GCSD Alumni Association to foster a strong sense of community, encourage Musketeer pride and provide a better future for upcoming graduates.



GOLD STANDARD OPERATIONS & FACILITIES

1. Address aesthetic issues at school and athletic facilities through a prioritized beautification plan.
2. Develop a plan and timeline for construction of a student multipurpose facility, centrally located auditorium for district use, and a central storage/maintenance facility.
3. Replace grandstand bleachers and press box at existing football facility.
4. Expand preventative maintenance protocols to increase efficiency and minimize long-term costs.



The Local Accountability Model will measure the Strategic Plan and reflect the community feedback.

OUR MISSION

To provide a high-quality, world-class education that prepares students for lifelong success through excellence in teaching and learning.

OUR VISION

Greenup County School District - the gold standard in education; the foundation of our community.

OUR VALUES

People
Respect
Integrity
Duty
Excellence

OUR GOALS

2021 - 2024



100%
postsecondary
ready



97% graduation rate



Increase
attendance
rate to 95%



90% reading
on level by the end
of 3rd grade

75% math
proficiency by the
end of 8th grade



GREENUP COUNTY YEAR 1 INITIATIVES



- **JAG Program** - In our new Jobs for America's Graduates (JAG) program, high school students will learn work-based skills, receive tutoring in their career focused subjects, and work with local businesses who act as job mentors.
- **Small Engine Repair Certification** - GCATC students will be eligible to graduate with, Mercury Marine, Stihl, and EETC Small Engine certifications.
- **NEW Extracurricular Activities** - We are adding a Mock Trial/Debate Team, a KHSAA Wrestling team this school year, and several Youth League Skill Camps..
- **Amazon Future Engineer Program** - MMS and WMS students will take computer science classes utilizing the ProjectSTEM curriculum as a part of the Amazon Future Engineer Program.
- **GCATC Co-op Program** - Juniors and seniors can apply and be accepted into the co-op program where they may earn apprenticeship credits that lead to graduation while attaining valuable real world experiences.
- **Mini Musketeer Academy** - Opening in August, the Mini Musketeer Academy will be located at the Wurtland campus and residents with students ages 3-5 years of age will be eligible for cost efficient educational daycare aligned with our pre-school curriculum.
- **Kentucky Comprehensive Literacy Grant** - As a recipient of this highly competitive grant, all instructional staff will be trained to engage in and address reading skills needed for students to be successful.
- **Dog Grooming Program** - GCHS students in the Animal Science track will begin a dog grooming program. Area residents will be able to schedule appointments this year.
- **Musketeer Mobile Meals** - Hitting the road this year, the Musketeer Mobile Meals truck will deliver free meals from our cafeteria to students during school breaks, and often host reading and math enrichment activities.
- **GC Alumni Association** - All Greenup County graduates are cordially invited to join our GC Alumni Association that will begin enrollment and hosting events during this fall.

THE MUSKETEER WAY

As of July 2021, GCSD is now a member of the Kentucky Innovation Learning Network. We are one of 14 school districts in the state to be accepted into this prestigious program. Our focus is to make learning **meaningful to students** as well as **benefit our community**. We will continue to assess students for learning but will adapt our curriculum and work to lead to a career ready individual who can apply what he/she has learned in the real world. In addition to academics, we are dedicated to supporting our students' social emotional needs, safety, personal well being, extra curricular interests, citizenship, and community spirit.

Our First Year Response to Stakeholders

Additional **counselors** to support individualized learning plans, soft skills, student transition years, and mental health.

Local Accountability Model developed via **BravED** that measures the Strategic Plan which was created with community stakeholder input.



Individualized Student Success Criteria

Middle School Success Criteria - "The Core 4"

Profile of a Graduate
"The Great 8"



What's our progress on meeting community requests?

Dual Credit Opportunities with ACTC, MSU, and KCU increased. Dual Credit Scholarships sponsored by the Alumni.

April 2022

The Greenup County ATC Market Grand Opening Community Event

June-August 2022

March 2022

May 2022

Personalized Communication about opportunities at middle schools, GCHS and GCATC.

The Great 8/ Core 4 Success Criteria Announced



UP NEXT:

- Working with **BravEd** to create our own accountability system based on community feedback that we received from our work the past year.
- **Dashboard** creation for *Local Accountability* is underway.

Items we are considering for measurement:

- Course offerings for students at all levels.
- Supports and Wrap around services utilized.
- Training provided to both certified and classified staff.
- Staff satisfaction feedback.
- Community satisfaction feedback.
- Ratio of staff to student for support.
- Facility improvement/maintenance upgrades.
- Local collaboration with businesses for learning models.
- College readiness and career readiness success rates.



Local Accountability

Hopes & Dreams

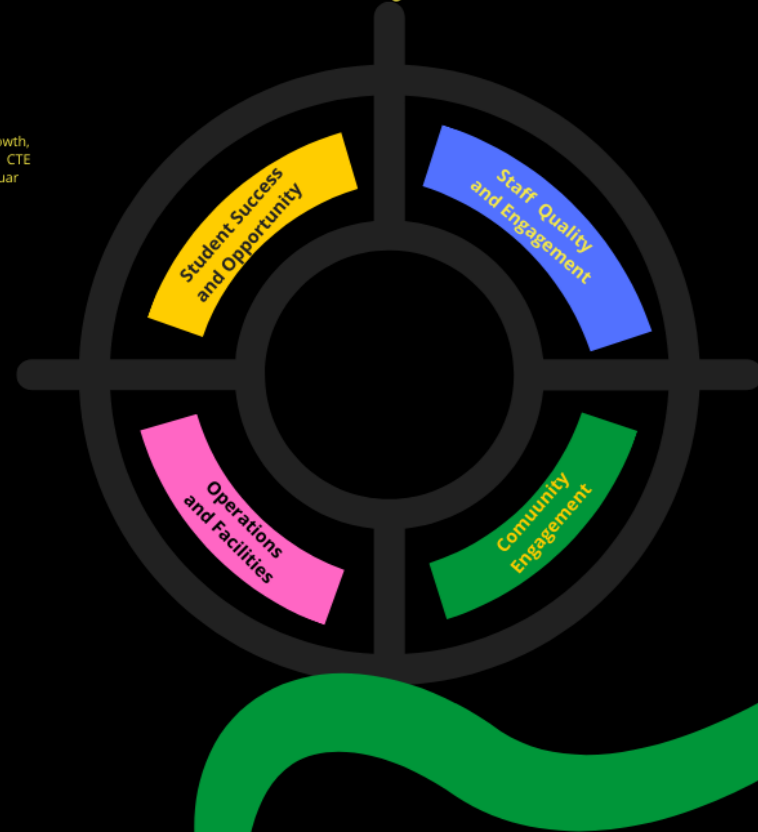
- Create a **vibrant** learning environment for students that is forward thinking.
- Evaluating and measuring the benefits that our schools provide with the guidance of our **Strategic Plan 4 Pillars**.
- Influence policy to allow for **individualized assessment plans** and pathways that are not hindered by compliance.
- Directly **impact the growth of our community** and uphold their expectations that are based on our local economic needs and natural strengths.

Communicating Our Model

This is an example of our dashboard that is aligned with our strategic plan. We use this as an internal guide and for our continued community meetings.

Greenup County Local Accountability Dashboard

- **01 Gold Standard Students**
Measured k-12 based on benchmark assessment growth, Success criteria completion, dual credit hours earned, CTE certifications earned, graduation rate, extra curricular participation, student attendance, behavior, work readiness, superintendent scholar recipients, and satisfaction survey.
- **02 Gold Standard Staff**
Measured via attendance, hours of professional training completed, certification level, extra curricular engagement, instructional walk-through data, retention of staff, and satisfaction survey.
- **03 Gold Standard Community Engagement**
Measured via volunteer hours, analytical statistics on media engagement, school app engagement, external stakeholder attendance at events, and community satisfaction survey.
- **04 Gold Standard Operations and Facilities**
Measured by grant attainment funding, facility plan progress, facility safety walk data, facility walk data, transportation safety data, health department rating, staff and community survey.



Communicating Our Model



Data Monitoring

INTERNAL SIGNALS

The next layer of the local accountability dashboard is tracking internal data. We use this as a signal of what needs to improve, stay the course, or even celebrate.

GOLD STANDARD STUDENT	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Students making percentile growth on reading benchmarks grades k-5				
Students making percentile growth on reading benchmarks grades k-5				
Number of students completing Middle School Success Criteria				
Number of students completing High School Success Criteria				
Number of Seniors on track to graduate with a career/skill certification				
Number of seniors meeting college benchmarks				



01 Gold Standard Students

Measured k-12 based on benchmark assessment growth, Success criteria completion, dual credit hours earned, CTE certifications earned, graduation rate, extra curricular participation, student attendance, behavior, work readiness, superintendent scholar recipients, and satisfaction survey.



GREENUP COUNTY HIGH SCHOOL CLASS OF 2022

BY THE NUMBERS

AMOUNT IN
SCHOLARSHIPS ACCEPTED

→ **1.17**
MILLION



12

INDUSTRY
CERTIFICATION
PATHWAYS
OFFERED

218

INDUSTRY
CERTIFICATIONS
EARNED



145

DUAL CREDIT
HOURS OFFERED

1,361

COLLEGE CREDIT
HOURS EARNED



94%

GRADUATION RATE

87

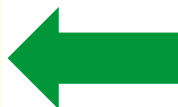
SUPERINTENDENT'S
SCHOLARS

201

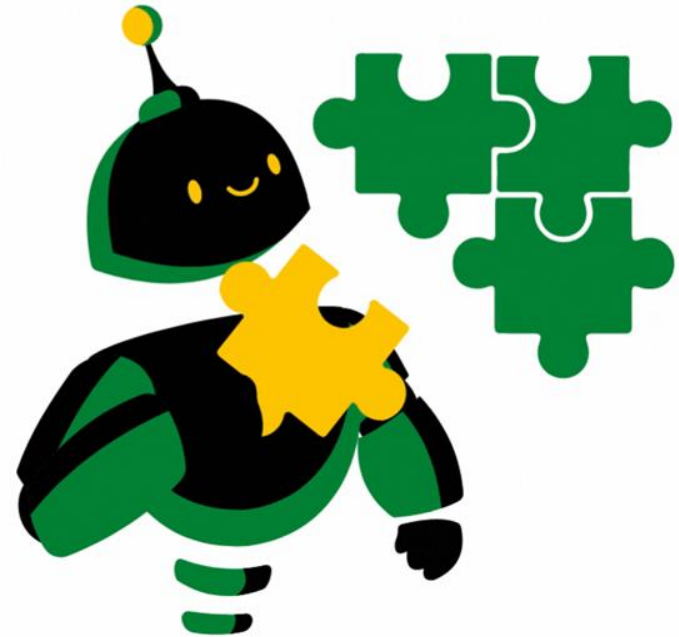
GRADUATES

Communicating Our Model

This is an option for
overview results to put on
social media, email, apps,
etc so we celebrate
success without losing
engagement.



What do we still need to SOLVE?



1. If students have Individualized Learning Plans (which is required by the state), why do they not receive Individualized Assessment Plans?
2. How can our local community input for accountability be recognized in the full state accountability system? Could it become a component to offset the standardized tests? Could it be an option that schools choose over testing?
3. How do we remove barriers to the customization of certifications that are accepted locally, but not at the state level?
4. Could a district choose ADM instead of ADA so that schedules for students with apprenticeship opportunities be more flexible?



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