



2021-22 Phase Three: Executive Summary for Schools_12202021_13:24

2021-22 Phase Three: Executive Summary for Schools

McCreary Central High School
Sharon Ross-Privett

400 Raider Way
Stearns, Kentucky, 42647
United States of America

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Description of the School

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

McCreary Central High School is located in Stearns, KY near the Daniel Boone National Forest and Big South Fork National River & Recreation Area. McCreary County is geographically positioned in southeastern KY on the Cumberland Plateau. The current population of McCrearyCo. is approx. 18,000 with the school serving 850+ students in grades 9-12 and includes an alternative program. The population demographics of McCreary Co. is 98% white with 74% living below the poverty level. A majority of McCreary Central High School's students are served through the Free & Reduced Lunch program and two are English-language learners. Most families receive government assistance or federal benefits. The majority of our staff is composed of individuals from the region. The average teaching experience is 13.1 years and 86% have earned advanced degrees. Our community is experiencing a reduction in population due to limited employment opportunities. This is reflected in the steady drop in enrollment in our school over the past decade. While local government is working on initiatives to improve the socio-economic climate, there has been minimal change. Unique challenges stem from residing in an impoverished area with limited resources. Our school is the only traditional high school in our community. Commerce, cultural opportunities, access to advanced health care, and the need to travel great distances to participate in any of these presents barriers to our students. We are creative in developing programs and partnerships to provide work experience opportunities and transition programs for our students. The local community college center is revitalizing its course offerings to provide our students access to new pathways. McCreary Central High School is a locally-operated vocational education center (LAVEC) that provides career and technical education programs to our students on the high school's campus. We also receive support from KHEAA, ETS Trio, Intrust, and other local agencies. Currently, eleven pathways are offered; many of them ending with industry certifications, dual-credit, or articulated credits. Students also benefit from dual credit courses through Somerset KCTCS, Eastern KY University, Campbellsville University, and Tennessee College of Applied Technology. McCreary Central High School is located in a federally identified as a Low-Income Community (21147960300) and 43 Rural & Remote.

School's Purpose

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

Our mission at McCreary Central High School is to offer all students a challenging education in a safe and supportive environment that ensures a successful transition to post-secondary or work environments. This year, our focus has been on partnering students with post-secondary opportunities through established connections after graduation. The #BeyondTheDiploma campaign continues to include the support of 3 college coaches, guidance and admission counselors, WIOAA, 30 undergraduate institutions, military recruiters, and 21 employers. Each senior has identified at least one post-secondary contact to assist with their transitioning to adult life. Our expectations are that students will achieve to meet requirements/benchmarks towards their education and professional goals with support from agencies and programs. This year, students will begin experiencing Blackboard and Grammarly to become familiar with programs used at higher education programs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

McCreary Central High School was categorized as a 3-Star school with an overall score of 65.7 in 2019. Our graduation rate (96.9%) exceeds the state average. Also, McCreary Central High School was named a National School of Excellence by the National BETA Society for 2020. US News & World Report recognized McCreary Central High School as a National Best High School for 2021. Our school was selected to be a training site for the Kentucky Autism Training Center. We also received multiple commendations during the Spring 2020 Consolidated Monitoring Visit for CTE. Our school has been audited with support from SESC and ABRI. Areas identified for improvement this year are: reading and math proficiency, novice reduction in all content areas, and reducing the achievement gap for students with disabilities and males in reading.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for Schools_12202021_09:48

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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Our mission at McCreary Central High School is to offer all Students a challenging education in a safe and supportive Environment that ensures a successful transition to the post-secondary or work environments.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Proficiency and Transitioning.

3. How do the identified **top two priorities** of professional development relate to school goals?

These priorities relate to the school's goals because of their integral connection to student success, transitioning, safety, and reduction of academic gaps in proficiency, graduation, and transition success.

ATTACHMENTS

Attachment Name



McCreary Central High School Professional Development Plan 2021 2022

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Professional Development for Chalk, Standards Alignment, and Training for Use of New Resources Staff Training for Trauma and SEL

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will revisit and revise previous work in Chalk. Units will be modified to include new resources and texts purchased by the district for the new year. They will also receive training to support student achievement through wellness for trauma and SEL.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Completion of revised curriculum units and implementation of new classroom management supports for student wellness.

4d. Who is the targeted audience for the professional development?

Teachers, paraprofessionals, and administrators.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, administrators. and paraprofessionals.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Access to technology, access to curriculum platforms, scheduled PD and District Days, identified trainers, and documentation of participation.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Teachers will incorporate elements of professional development events in their 30-60-90 Day Plans for professional growth.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Implementation will be monitored through walkthroughs, PLCs, student data, teacher 30-60-90 Day Growth Plans, and platform reports.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Dual Credit Professional Development provided by post-secondary agencies
Blackboard Implementation PD

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Students will receive support and access to instruction aligned to post-secondary opportunities. Industry certification will increase, job placement will increase, and students will have higher rates of 2nd-year enrollment in post-secondary programs.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Completion of PD through post-secondary agencies and implementation and functioning of Blackboard.

5d. Who is the targeted audience for the professional development?

CTE, Dual Credit, and 11th & 12th Grade Teachers and administrators for partial implementation this year with full implementation next school year.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, administrators, post-secondary agencies, and employers.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Blackboard program, trained trainer, post-secondary professional development, and designated PD and or District Days.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Monitoring use of Blackboard and feedback from post-secondary institutions and/or programs.


5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will incorporate Blackboard in 30-60-90 Day Plans and will revise curriculum maps to reflect usage.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

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