



2022-23 GRC - Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**George Rogers Clark High School**

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United States of America

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## 2022-23 Phase One: Executive Summary for Schools

### 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?

George Rogers Clark High School, home of the Cardinals, is a diverse high school with students of various social, cultural, and economic backgrounds. As the only public high school in Winchester and Clark County, we serve just under 1,600 students. Clark County is located east of Lexington, KY and boasts an eclectic mix of citizens, including farmers, factory workers, small business owners, and other professionals. Situated in Kentucky's Bluegrass horse country, Winchester has many opportunities for its students. From the historic downtown and the surrounding landscape to Fort Boonesboro on the Kentucky River, the home of many Civil War sites, Clark County is a proud community that supports their schools. The range of economic diversity in the community is reflected in the student population of George Rogers Clark High School. Our free and reduced lunch numbers continue to rise, contributing to an even more divergent student community to reach with equitable and appropriate courses and programming. GRC opened in the fall of 1963, consolidating the Clark County High School and Winchester High School, locally referred to as county high and city high, respectively. During the summer of 2013, the school relocated to its state-of-the-art facility at 2745 Boonesboro Road, and in July, 2021, Jamie Keene took over as the new head principal of GRC. Mr. Keene's focus for the 2022-2023 school year is on culture and communication. The staff of GRC is committed to open lines of communication, absolute professionalism, and a robust mix of parent and student involvement. Our staff believes that all students can achieve at high levels, and that all students should have an equal opportunity to participate in all programs, curricular and co-curricular. We believe in a progressive education that gives every student access to quality programs like accelerated classes, Advanced Placement courses, vocational courses, and Dual Credit courses. We endeavor to create a learning environment rich in the opportunities that align to the goals of each individual student. Our facility provides high-tech classrooms for all teachers to better prepare all students for the rapidly changing world economy. GRC faces perennial difficulty with recruitment and retention of high quality teachers, due in part to a pay scale below that of surrounding counties. We are proud of our continual high graduation rate, which was 98.0% for the 2020-21 school year. Minority enrollment is about 17 % of the student body, while the free or reduced lunch population makes up 51% of the student body. Students with disabilities with an Individual Education Program (IEP) make up 9.7% of the student body while our growing EL population is up to 28 students. We are committed to the work of supporting our students academically, emotionally, and socially post-COVID in order to ensure their success after high school.

### School's Purpose

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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 Vision: ALL STUDENTS, College and Career Ready Mission: The mission of George Rogers Clark High School is to create a safe learning environment where excellence is rooted in skills, knowledge, self expression, and personal responsibility. Belief Statements: The George Rogers Clark High School Staff believes . . . 1. Student learning is the primary goal of the school. 2. Students learn best when they are actively engaged in the learning process. 3. Students have a shared responsibility for their own learning. 4. Students today will live in a different future and we must prepare them for that future. 5. The collaboration between home, the school district, the school, and the community has a direct correlation to the quality of the education and the experience of each student. 6. Challenging expectations and a supportive environment promotes student learning. 7. All students will graduate college and/or career ready. GRC has notably stepped up its academic enhancements and opportunities in recent years. Our Advanced Placement program has grown to unprecedented levels. With the success that program has helped deliver in the areas of math, science and english, GRC, in partnership with the Clark County Board of Education, has extended AP incentives to include all subject areas. The school offers students ACT study sessions several times throughout the year free of charge, and works to boost students' preparedness in meeting their benchmarks, offering personalized attention and focused instruction. GRC continues to increase its offerings of vocational certifications such as nursing, welding, culinary, early child care, and business. Dual credit courses are available both at GRC as well as on campus at ECU. GRCHS spends \$15,531 per pupil in current expenditures. PROGRAMS OFFERED: GRC offers Advanced Placement courses. Remediation time is built into the schedule. Football, soccer, volleyball, golf, basketball, cheerleading, tennis, cross country, track, bowling, baseball, softball, bass fishing, wrestling, and archery programs are offered. GRC has an award-winning student newspaper, Smoke Signals, with multiple state championship titles. GRC offers a strong- standing academic team along with a variety of clubs and student government. GRC offers its students vocal, instrumental music, and visual and performing arts programs, all with highly qualified teachers and time built into the school day. The school celebrated the launch of the Arts Cohort during the summer of 2014, and it has grown annually. We work to embed The Student Leadership Challenge in our Flight Time classes that all students take and is similar to an advisory period. Students also work on their Individual Learning Plan during this time period under the guidance of their advisory teachers. Throughout the school year, the faculty and staff review school data and stakeholder feedback to plan for the forthcoming year. As a result our vision/mission statements continue to serve our school.

### 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.

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During the past five years, our district has intentionally focused on raising the level of instructional rigor and preparing students to successfully meet College and Career Readiness standards. Within the past four years, our district has faced three major challenges: -The need to develop a culture of high expectations. -The need to close our district's achievement gaps while increasing the academic performance and college and career readiness of all students. -The need to provide rigorous instruction to our students in all classrooms. As a school, we have room to grow in all of these areas, however, specifically in regard to our gap students in math and reading. The special education department continues its multi- pronged approach to gap closure. Special education teachers continue with intensive interventions for each accountability subject area focusing on core skills such as cold passage interpretation, re- teaching algebra concepts, and basic math remediation. Test taking strategies are emphasized through interventions and through regular formative assessments. A proctor plan has been established and will continue to be reworked through the discovery of student-teacher positive relationship development. Teachers participate in weekly professional learning communities where student data is reviewed from weekly formative assessments and adjustments in practice are made. Content teachers have critical conversations about data, students, and standards mastery. Best practices and classroom strategies are shared in order to improve student engagement and overall achievement. We offer a variety of dual credit classes at GRCHS and have partnered with ECU, MSU, and BCTC to offer more dual credit opportunities to our students. A team of teachers with administrative support has re-written our writing policy, making key enhancements to promote and monitor writing in all subject areas. The Humanities Department seeks to re-assert the importance of the arts and foreign language in the education of our students with the continuation of the Fine Arts Cohort during the 2019-20 school year. Through data collection and a design-thinking approach, the Comprehensive School Improvement Planning Team works to find and monitor innovative solutions that will improve all aspects of our school. In summary, GRCHS continues to focus on delivering rigorous instruction and increasing student achievement.

#### Additional Information

**CSI/TSI (including ATSI) Schools 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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