First class of 7th graders in 2011-12

87% said they expect to go to college
53% said they know about college options & preparation
39% have spoken with someone about financial aid
57% have spoken with someone about college entrance requirements

Same class of students in 2013-14

94% said they expect to go to college
68% said they know about college options & preparation
73% have spoken with someone about financial aid
84% have spoken with someone about college entrance requirements

The number of students meeting college readiness benchmarks increased in 3 out of 4 subjects (1st entering class)

<table>
<thead>
<tr>
<th>Subject</th>
<th>7th Grade EXPLORE</th>
<th>9th Grade PLAN</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>55%</td>
<td>63%</td>
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<tr>
<td>Mathematics</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>37%</td>
<td>43%</td>
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<tr>
<td>Science</td>
<td>13%</td>
<td>18%</td>
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</tbody>
</table>

62% Eligible for Free or Reduced Price Lunch
10% Have Individualized Education Plans
2% Limited English Proficiency

Race/Ethnicity:
- 82% White
- 9% Black or African American
- 6% Hispanic or Latino
- 3% Two or more races
- 1% Asian
- >1% American Indian/Alaskan Native or Native Hawaiian/Pacific Islander

About our project:
- $26.9 million federal funds
- $26.9 million matching funds
- 6 year grant (2011-17)
- 20 partners
- 64 staff members

About our students:
- 24% Hispanic or Latino
- 76% White
- 1% Asian
- 1% American Indian or Alaska Native
- 1% Native Hawaiian or Other Pacific Islander
Fifty-four College and Career Advisors (CCAs) were employed to deliver direct services in participating schools. On average, CCAs provided 6 hours of instruction per week, with another 19 hours spent advising and mentoring students and conducting campus visits.

**the successes**

- 95% of GUK students took EXPLORE or PLAN assessment
- 35% of GUK students visited a college campus
- 77% of GUK students completed the financial literacy curriculum
- 224:1 Advisor-to-student ratio
- 2,349 7th & 8th graders received academic support in math & English

**the challenges**

GUK 3.0 is a complex, multi-site project with multiple strategies and many levels of services and service providers. In spite of delays in negotiating access and contracting for the collection of a comprehensive data repository, GUK has collected the data necessary for the 2014 annual performance report. The delay in development of a unified reporting tool meant separate data sets were created for each direct service strategy. GUK was challenged to identify the interconnection between outcomes from one strategy to another.

The total student population is 12,107 as compared to the proposed 10,000 students anticipated in the grant proposal. This enrollment shift includes two high schools added to ensure continuation of services to a majority of GUK middle school students as they transition to high school. As a result, there is a dramatic growth at the ninth grade level.

Implementation of GUK’s curricula and advising model is customized by school. This customization at the school level, multiple schedule formats, varying cohort size and increased enrollment resulted in greater staffing needs. Nevertheless, GUK has maintained the established student-to-advisor ratio.

GEAR UP Kentucky 3.0 is funded by the U.S. Department of Education and administered by the Kentucky Council on Postsecondary Education.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Students</th>
<th>Hours</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>mentoring</td>
<td>10,825</td>
<td>18.3</td>
<td>Activities that create a sustained connection between students, adults and peers to support college aspiration and foster personal and academic growth.</td>
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<tr>
<td>supportive services</td>
<td>9,539</td>
<td>9.6</td>
<td>Activities that assist students in improving their academic performance and planning for postsecondary.</td>
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<tr>
<td>financial literacy</td>
<td>7,485</td>
<td>3.4</td>
<td>Activities to increase student/family awareness of personal finance concepts and assist students with applying for financial aid.</td>
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<tr>
<td>college visit</td>
<td>4,272</td>
<td>3.3</td>
<td>A guided campus tour including college &amp; career awareness information.</td>
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<tr>
<td>rigorous academic curriculum</td>
<td>2,589</td>
<td>0.6</td>
<td>Activities to encourage students to enroll in rigorous coursework [AP, IB, dual enrollment, etc.].</td>
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<tr>
<td>college exploration, planning &amp; advising</td>
<td>4,189</td>
<td>1</td>
<td>Activities to explore college and career options and identify plans to reach future goals.</td>
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<tr>
<td>college knowledge</td>
<td>4,189</td>
<td>0.2</td>
<td>Activities to engage students in completing the critical steps for college entry.</td>
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<tr>
<td>services for families &amp; communities</td>
<td>1,063</td>
<td>3.2</td>
<td>Activities to engage parents, guardians or mentors in supporting students’ college &amp; career readiness and planning.</td>
</tr>
</tbody>
</table>
During this period, GUK’s School Improvement Services focused on increasing schools’ capacity to create a college-going culture. Our efforts to add capacity to the school through GUK direct services is supported by the tools, resources and customized professional development for teachers and school leaders reflected below.

**Build a College-Going Culture**
- School & classroom walkthroughs to gauge progress toward a college-going culture.
- Virtual GUK Leadership Network to share & develop college going policies & structures.
- NCCEP Superintendent Leadership Institute.

**Increase Capacity to Implement KY Core Academic Standards**
- GUK Teacher/Leader Academy (math & ELA).
- Technical Assistance to help schools align instruction to college readiness standards & KCAS.

**Use Data to Drive Decision-Making**
- Technical Assistance to establish baselines for school & student achievement using EPAS scores & early warning indicators.
- School data reports.

**Adopt and Implement Structures for Sustainability**
- Technical Assistance to help school teams develop & implement a 4-year plan for sustaining a college-going culture.
- Regional Sustainability Summits.

- **17%** participated in GUK Leadership Network at least once.
- **23%** of GUK schools received technical assistance.
- **100%** of GUK middle schools received school data reports.
- **57%** of GUK schools completed a Sustainability Plan.
- **100%** of GUK middle schools participated in school walkthroughs.
- **25%** of GUK schools participated in GUK Teacher/Leader Academy.
- **46%** of GUK schools received training for Princeton Review Early Edge.
- **64%** of GUK schools attended Regional Sustainability Summits.

**Princeton Review Early Edge**
- 46% of GUK schools received training for Princeton Review Early Edge.
GEAR UP KENTUCKY: A SCHOOL IMPROVEMENT SERVICES MODEL FOR LEADERSHIP

PRESENTERS:
CHARLIESE LEWIS, ROLAND O’DANIEL,
ROBIN COCHRAN, KELLY MIDDLETON

WASHINGTON COUNTY SCHOOLS
Commanding Excellence for All

NEWPORT INDEPENDENT SCHOOLS
HOW IS IT MEASURED?

The GEAR UP Kentucky School Performance Guide is designed to help schools assess the extent to which a college-going culture exists in their school. This customized measurement tool includes a three-part set of indicators for each of the five attributes. The indicators are organized into three ‘status’ categories:

1. Classroom walkthroughs: In each GUK school, expert observers use data collection instruments based on 1) ACT College Readiness Standards in English, reading, mathematics and science, and 2) measures of rigor, relevance and differentiation of instruction to bring all students to standards.

2. School self-assessment: Prior to classroom walkthroughs, school leadership teams use the rubric to self-assess the current status of their school in each indicator of the five attributes and identify evidence of their self-reported status.

Data collected through the school benchmarking process is compared with students’ college readiness assessment scores (EXPLORE, PLAN, ACT) and state assessment data to present a more comprehensive portrait of school culture, classroom instruction and student achievement. The school benchmarking process occurred at the beginning of the GUK 3.0 project to establish a baseline, and will be repeated at the midpoint and end of the project to monitor progress.

HOW ARE THE DATA USED?

Using the data collected, GUK works with school leadership teams to develop and implement a School Sustainability Plan. These plans identify strengths and weaknesses, establish future professional development needs, and target specific action steps for improvement. School plans are linked with state-required Comprehensive School Improvement Plans (CSIPs) to overlay best practices and identify any gaps. The desired outcome is that while GUK continues to provide resources to support student and parent activities, schools will also develop faculty and staff and put in place the conditions necessary to achieve and maintain a college-going culture.

Paid for by the U.S. Department of Education GEAR UP funds. Administered by the Kentucky Council on Postsecondary Education.
School Improvement Strategies

GEAR UP Kentucky School Improvement Services are designed to provide support, technical assistance, training, professional development, and resources to build and sustain a college-going culture in GUK schools. These services emphasize using data to make proactive decisions about student readiness, improve school practices and policy, and measure progress. GUK schools receive school improvement services targeted at four main school improvement strategies.

**Build a College-Going Culture**

Assists teachers and administrators in understanding the culture and climate of GUK schools and promoting changes in policy and practice.

**School Benchmarking**: School and classroom walkthroughs to collect data on the presence of a college-going culture.

**Technical Assistance for Sustainability Planning**: Integration of GUK curricula models into core content classes.

**GUK Leadership Network**: Virtual forum to bring leaders together to share and develop college-going policies and structures in schools. Includes a Virtual Professional Learning Community with webinar series & guidance documents and PD 360 Group online resources.

**Institute for a College-Going Culture**: Statewide summit that offers GUK school personnel a learning opportunity to implement emerging research-based practices.

**Technical Assistance: Comprehensive Advising**: Assistance to help schools establish counselors’ roles in a college-going culture with emphasis on leadership reform and creating support structures for comprehensive advising.

**Increase Capacity to Implement Kentucky Core Academic Standards**

Provides school personnel training to improve instruction, increase student academic readiness and expand leadership capacity.

**GUK Teacher/Leader Summer Academy**: Four-day summer workshops for GUK teachers and principals focused on KCAS-aligned instructional design in math, ELA and science.

**Technical Assistance: School Leadership Teams**: Assistance to help schools align instruction to college readiness standards and KCAS and address effective student transitions from one grade level to the next.

**High School & Postsecondary Faculty Collaboration Model**: Summer professional development strands focused on the development/delivery of GUK Summer Enrichment Academy in core content areas.

**Use Data to Drive Decision-Making**

Develops an understanding of the need for data gathering, accurate analysis and comprehensive planning for a college-going culture.

**Technical Assistance: Assessment Data**: Establishment of school and student baselines for achievement using EXPLORE/PLAN assessment scores and early warning indicators.

**Technical Assistance: Advising**: Assistance to help schools use advising structure to improve academic performance focused on: student access to rigorous course work, transition planning, college & career planning through allocation of intervention services, and embedding the ILP process in school culture.

**School Data Reports**: School reports offering a comparison of walkthrough data with student assessment outcomes to help schools assess progress and refine Sustainability Plans.

**Adopt and Implement Structures for Sustainability**

Builds a support structure that enables GUK schools to implement strategies for sustainable change by the end of the GUK 3.0 project (2016-2017)

**Technical Assistance - School Sustainability Planning**: Assist school teams in developing and implementing a 4-year plan, drawing on practices from research to promote college readiness.

**Regional School Sustainability Summits**: Regional workshops offer GUK school teams a chance to assess progress and revise sustainability plans, using data from school walkthroughs, student assessments, and other data.
The Four Strategies of GUK School Improvement Services

**Year One**
- School benchmarking
- Establish baselines with EXPLORE data
- Sustainability planning workshops
- Technical assistance to use assessment data to inform instruction
- Technical assistance for school leadership teams to align instruction to KCAS

**Year Two**
- Summer Teacher/Leader Academy
- High school & university faculty collaboration at GUK Summer Academy
- Launch of GUK Leadership Network
- TI-Nspire Technology: MathForward Mathematics Content (Years 4-5)

**Year Three**
- GUK Leadership Network monthly webinar series
- School Sustainability Summits
- School benchmarking for middle schools
- School data reports (walkthrough & EXPLORE/PLAN assessment data)

**Years Four & Five**
- Technical assistance: Comprehensive advising
- GUK Leadership Network online resources
- Institute for a College-Going Culture: School improvement track
- Technical assistance: Data use & sustainability planning
- School benchmarking & data reports for high schools

**Year Six**
- Summer Teacher/Leader Academy
- Technical assistance: Sustainability planning
- School benchmarking

**Enhanced Services for GUK 3.0 Select Schools**
- Additional benchmarking & technical assistance: ACT/NCEA Core Practice Audits & CoreWorks Diagnostics (Year 1)
- Job-embedded professional development (Years 2-6)
- National Superintendent Leadership Institute (Years 2-3)
- GUK Leadership Network online resources
- Institute for a College-Going Culture: School improvement track

**The Vision:** A sustainable college-going culture where all students are prepared for college success

www.gearupky.org
Resources & Calendar

WHERE TO FIND OUT MORE

gearupky.org/forGUKschools

KEY DATES FOR 2013-14 SCHOOL YEAR

AUGUST
30  GUK Leadership Network Webinar: Access for All (2-3 pm EST)

SEPTEMBER
16-27  EXPLORE/PLAN assessment for grades 7 & 9
30  GUK Leadership Network Webinar: Boosting the Efficacy of PLCs (11-12 pm EST)

NOVEMBER
5  GUK Leadership Network Webinar: Parent Engagement, Part I (1-2 pm EST)
25-26  Early Edge Teacher Training, Edmonton, KY

DECEMBER
12-13  Early Edge Teacher Training, Frankfort, KY

JANUARY
16  GUK Leadership Network Webinar: Data to Inform Instruction (3:30 pm EST)

FEBRUARY
1-3  Superintendent Leadership Institute Sharpening Skills Retreat (Select Schools Only)
18  Regional School Sustainability Summit #1 Sloan Convention Center, Bowling Green 9 am - 4:30 pm (CST)
26  Regional School Sustainability Summit #2 Marriott Griffin Gate, Lexington, 9 am-4:30 pm (EST)

MARCH
by appt.  GUK Middle School Walkthroughs Begin

JUNE
June 22—July 12

JULY
15—18  GUK Teacher/Leader Summer Academy

KEEP IN TOUCH WITH GUK 3.0

Visit the GUK website & subscribe to our blog http://gearupky.org

Like us on Facebook facebook.com/GEARUPKentucky

Send us an email info@gearupky.org

Follow us on Twitter @GEARUPToday

Find us on Pinterest pinterest.com/GEARUPKy/

Call the GEAR UP Central Office 502.573.GEAR (4327)

gukyleadershipnetwork.pbworks.com

What you'll find here:
- 2013-2016 GUK School Improvement Services Plan
- GUK School Performance Guide for a College-Going Culture
- Administrative toolkit for GUK schools
- Access to GUK curriculum guides
- Access to school data reports & sustainability plans
- Latest news & upcoming events for GUK schools

What you'll find here:
- Goals & schedule for GUK Leadership Network
- Resources from GUK Summer Teacher/Leader Academy
- Monthly webinar series archive & guidance documents
- Link to GUK PD 360 group

Paid for by the U.S. Department of Education GEAR UP funds. Administered by the Kentucky Council on Postsecondary Education.
OBJECTIVES

PARTICIPANTS WILL:

• Review the GUK School Improvement Services Plan and the Select School Research Design
• Connect the GUK School Performance Guide Indicators to the Leadership Network
• Participate in a guided discussion about the Superintendent Leadership Institute
• Consider how to develop a similar leadership model
GUK SCHOOL IMPROVEMENT SERVICES PLAN

Kentucky Department of Education:

- Senate Bill 1
- Characteristics of Highly Effective Teaching and Learning
- Professional Growth and Effectiveness System

SIS is designed to provide:

- Support
- Technical assistance
- Training/ Professional development
- Resources
GUUK SCHOOL IMPROVEMENT STRATEGIES

- Build a College-Going Culture
- Increase Capacity to Implement Kentucky Core Academic Standards
- Use Data to Drive Decision-Making
- Adopt and Implement Structure for Sustainability
BUILD A COLLEGE-GOING CULTURE

Assists teachers and administrators in understanding the culture and climate of GUK schools and promoting changes in policy and practice

- School Benchmarking – Classroom walkthroughs
- Technical Assistance for Sustainability Planning
- GUK Leadership Network
- Institute for College-Going Culture
- Comprehensive Advising
INCREASE CAPACITY TO IMPLEMENT KCAS

Provides school personnel training to improve instruction, increase student academic readiness and expand leadership capacity.

- GUK Teacher/Leader Summer Academy – Core content
- Technical Assistance: School Leadership Teams
- High School & Postsecondary Faculty Collaboration Model
USE DATA TO DRIVE DECISION-MAKING

Develops an understanding of the need for data gathering, accurate analysis and comprehensive planning for a college-going culture.

• Technical Assistance for Assessment Data – EXPLORE/PLAN
• Technical Assistance for Advising
• School Data Reports
ADOPT AND IMPLEMENT STRUCTURES FOR SUSTAINABILITY

Builds a support structure that enables GUK schools to implement strategies for sustainable change by the end of the GUK 3.0 project (2016-2017)

• Technical assistance for School Sustainability Planning
• Regional Sustainability Summits
GUK 3.0 SELECT DISTRICTS

As part of a quasi-experimental research design, GUK identified 5 Select Districts to receive enhanced services to determine if these additional services have a significant impact on the outcomes of the 11 Select Schools.

- NCEA/ACT Core Practice Audits & Core Work Diagnostics
- The Princeton Review Early Edge
- Job-embedded professional development
- National Superintendent Leadership Institute
LEADERSHIP NETWORK

Develop a leadership network to support policies and practices that create a college-going culture.

• Use a mixture of face-to-face and virtual meetings to bring leaders together routinely during the course of the project.
• Make connections between project and district initiatives
• Develop and field test approaches to address areas of need.
• Work with leaders to share approaches in the network
• On-going continuous improvement for plan modification.
SUPERINTENDENT LEADERSHIP INSTITUTE

Purpose/Goals:

- Superintendents engaged in collegial professional learning opportunities that focused on creating, sustaining and strengthening the college-going culture in GEAR UP districts.

- The goal of the SLI was to create and sustain focused leadership momentum at the district and school level leadership through GEAR UP implementation.

- Trainings included exploration of case studies, research, and practical application of strategic leadership and focus on how it could be leveraged to create and sustain systemic change.

- Between convenings, personal goals and honing of leadership strategies occurred by collaborating with online groups through PLCs. Groups shared ideas, expertise, and supported one another in a structured and facilitated way.
STEPS CONDUCTED AND LESSONS LEARNED

• Environmental scan looking for identification of needs relating to policies, procedures, practices and strategies that were occurring or needed to occur in Washington County Schools.

• Identified look-fors in the community of creating and maintaining a college going culture, not only in the schools, but throughout the Washington County community.

• Commitment was established to create a “systemness” that is intentionally focused and aligned P-12 & with our college partners – buy-in for a CCR culture.

• PLCs structure changed to incorporate a sense of accountability of data monitoring of student progress and the intentional planning of next steps that were embedded into our sustainability plans, KDE mandated plans, assessments and the state evaluation system.
STEPS CONDUCTED AND LESSONS LEARNED

• Strategies are an intense focus and the design of bridging activities for those not meeting benchmark has become a “norm.” An early warning system has been implemented where we continuously assess progress.

• Discovery of a need to focus on cultural competence and what this looks like across the district – professional learning has been aligned

• Students are taking ownership toward identify individual learning plan and the creation of coursework for pathways.

• Shift in parental belief - no longer an “if” but a “when”.

• Strengthened focus on academic and career counseling. Soft skills, study skills and 21st century “life ready” skills (collaboration, communication, creativity and critical thinking).
SUPERINTENDENT LEADERSHIP INSTITUTE

- Creation of academic advising handbooks that clearly align pathways with course offerings.
- The target is to reduce remediation coursework upon transition from HS.
- Implementation of ccInspire and collaboration with local industries to provide opportunities for career shadowing and career exploration.
- Next step: develop a public relations plan around our CCR efforts (brochures, pathways, opportunities, etc) to ensure that messaging is received by all shareholders and everyone is a partner.
WASHINGTON COUNTY DATA

College and Career Readiness Targets

4-Year Adjusted Cohort Graduation Rate Targets
NEWPORT KENTUCKY
ACT/TWICE FOR FREE/ BREAKFAST AND LUNCH/TRANSPORTATION PROVIDED

Demographics

- 1800 Students
- 90% Free and reduced 86% Free
- Urban
- 75 % Caucasian
- Emerging Hispanic Population
Newport dropout rate among worst
NEWPORT HIGH SCHOOL
GRADUATION RATE DATA

- 67.2
- 84
- 86.7
NEWPORT HIGH SCHOOL
COLLEGE-CAREER READINESS DATA

42.3
58.2
63.4
<table>
<thead>
<tr>
<th>College &amp; Career</th>
<th>College</th>
<th>Alt Assess Ready (College)</th>
<th>Career</th>
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IDEAS FROM SUPERINTENDENT SUMMIT

• Hired a College Career Coordinator
• Changed Mission and Vision Statement – (Handout)
• Name and Claim Every Student – Chart-Home Visit-Class Time (Handout)
• Board Policy “Every student must be college or career ready to graduate” (Handout)
• Give 7TH Grade EXPLORE Test Cost $12,000.00 to prepare for 8th grade EXPLORE test funded by state.
• Ninth grade PLAN test paid for by Gear-Up
• 10 grade PLAN paid for by state
• Purchased Bench Prep for student use on their iPads
• Intrinsic and Extrinsic Motivation – Cords/Buttons/emails from teachers etc.
CONTACT US

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@Kellsinfotweets on twitter