U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12KS2

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. James Mireles

Official School Name: Garden City High School

School Mailing Address: 1412 N. Main
Garden City, KS 67846-4445

County: Finney State School Code Number*: 020

Telephone: (620) 805-8000 E-mail: jmireles@gckschools.com

Fax: (620) 805-8198 Web site/URL: www.gckschools.com/schoolsites

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Rick Atha Superintendent e-mail: ratha@gckschools.com

District Name: USD 457 Garden City Public Schools District Phone: (620) 805-7010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Gloria Hopkins

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12KS2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 11 Elementary schools (includes K-8)
   - 4 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 16 Total schools in district
2. District per-pupil expenditure: 10332

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 8

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	301	261	562
3	0	0	0		10	251	282	533
4	0	0	0		11	247	209	456
5	0	0	0		12	210	208	418
							Total in Applying School:	1969

6. Racial/ethnic composition of the school:

2 %	American Indian or Alaska Native
5 %	Asian
2 %	Black or African American
65 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
24 %	White
2 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	63
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	214
(3)	Total of all transferred students [sum of rows (1) and (2)].	277
(4)	Total number of students in the school as of October 1, 2010	1968
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 25%

Total number of ELL students in the school: 484

Number of non-English languages represented: 11

Specify non-English languages:

Burmese, Cancobal, Chin, Gujarati, Guatemalan, Hindi, Korean, Laotian, Somali, Spanish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 61%

Total number of students who qualify: 1204

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 146

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	2	Orthopedic Impairment
0	Deafness	16	Other Health Impaired
0	Deaf-Blindness	93	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
1	Hearing Impairment	5	Traumatic Brain Injury
19	Mental Retardation	0	Visual Impairment Including Blindness
3	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	7	0
Classroom teachers	98	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	28	0
Paraprofessionals	28	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	38	1
Total number	199	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	89%	90%	90%	89%	91%
High school graduation rate	76%	74%	81%	79%	78%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	352
Enrolled in a 4-year college or university	39%
Enrolled in a community college	33%
Enrolled in vocational training	5%
Found employment	15%
Military service	3%
Other	5%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- [x] No
- [ ] Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of Garden City High School (GCHS) is as follows: Graduate all students with the skills necessary to be successful in the twenty-first century. As one of the few large schools in the state of Kansas who has been able to come off of a plan of improvement, this mission strives to have our students prepared to leave Garden City High School on track to attend college, technical school, or dive into a career. In fact, our school is designed around Smaller Learning Communities that focus on career-based academies. These academies provide specific skills that students can utilize to prepare for college, advanced training, or a career right out of high school.

Garden City High School is diverse both demographically and economically. Scores among ELL and Hispanic students, in which we are at 25% and 65% respectively, have shown phenomenal gains and continuous sustained improvement. Instead of resenting No Child Left Behind (NCLB) and Adequately Yearly Progress (AYP), we have embraced the challenges and improved our curriculum and instruction to meet the needs of all of our students.

Garden City is located in an isolated and rural area of the state, yet we face many urban issues, such as high poverty rates, gangs, and migratory families. However, we are a school which is constantly changing to meet the needs of our students and community. We work to stay on the cutting edge of any new researched-based strategies and interventions which may help with student learning. In addition, we make our instructional decisions based on data and we have the unique ability to accept what can sometimes be brutal facts, digest them and use them to improve.

Garden City High School has been proud of its academic and athletic accomplishments throughout the years. We have had numerous National Merit recognition as well as substantial academic scholarships earned by our students. We have had athletic teams that have won state titles. We have graduates who have become very successful in the areas of medicine, the military, philanthropic work, education, and general business. Our testing results have been strong through the years. NCLB changed our focus, as we now had to look at subgroups as well as the entire group. This fit well with our diverse community, as we had to account for subgroups as well as the whole group. We have done so in an exemplary fashion, and are proud of how we have done.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 2005/2006, the Kansas State Department of Education (KSDE) set the five performance levels and the corresponding cut scores for each for the current state assessments after the initial year of the current assessment. The levels of performance are Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. These performance levels are a means to determine if a school has made AYP by successfully ensuring an increased number of students are meeting or exceeding the Meets Standard level on the state mathematics and reading assessment.

Garden City High School accepted the challenge early on in 2006/2007 of not only increasing the number of students Meeting Standard, but to increase the number of students performing in the Exceeds Standard and Exemplary performance levels. The goal set was not only to have a few performing at the Meets Standard or above levels but to expect, with the correct support and instruction, all students to perform at high levels. The culture of the building was changed to expect this from all students and the students and staff responded with levels of performance that many people initially wouldn't have predicted as possible. In short, proficiency is expected of all students and staff takes the accountability of teaching all students in a method that fits each student's learning style.

When NCLB was signed into law in 2001, there were many skeptics in most schools across the country about the possibility of moving 100% of all students and all subgroups to the level of performance that would allow for all students to be proficient on state reading and mathematics assessments by 2014. This is not to say we didn't have our own skeptics, but with the right professional development and more critically the right approach, attitudes began to change and goals were put into action, with implementation was the integral part.

As can be seen from our data in both reading and mathematics scores, in the All Student category level have increased from the mid 60% range to approximately 90% proficiency or above level the past three years in both reading and mathematics. During this same time, in the All Students category level students scoring advanced also increased substantially in the Exceeds Standards and Exemplary performance levels. We were not content with only moving students to proficiency, but moving all students to a higher performance level. From our data, it is also apparent that during this same time frame, we tested increasingly more students as our district has decreased the drop out and retention rates and had marginal increases in enrollment.

During the past five years we have had a large increase in the number of Hispanic students tested and from the data you see we have moved from 50% to 60 % proficiency or above in 2006/2007 school year to 87% to 95% range for reading and mathematics. These percentages were much closer to the All Students group and more importantly closed an achievement gap of our Hispanic subgroup as compared to our White subgroup, from what was 30% in reading and 19% in mathematics to a gap of only 3% and 7% in reading and 7% and 5% in mathematics the past two years.

Our proudest and most notable achievement, as is apparent in our data, is the enormous improvement in the number of ELL students demonstrating proficiency or above on both the reading and mathematics assessments. More impressively than the number of students reaching proficiency is the fact that we had approximately a 200% increase in the number of students we tested during this same time frame. As you can see we tested approximately 30 ELL students in 2006/2007 to over 90 ELL students this past year in both reading and mathematics. The closing of the achievement gap between our ELL students and our white population is nothing short of impressive. As can be seen from our reading data, we have closed what started five years ago as 67% gap to only 4% last year for students meeting proficiency or above. Almost as impressive in mathematics is a 41% achievement gap in 2006/2007 has been erased to only 7% last year for proficiency or above.

These results speak for themselves, but we aren't resting on our laurels, as we are continuously researching and collaborating with other professionals both in our building and outside our building with

our Educational Support Center and others from around the state and country. We want improvements to instruction which can be made to improve student performance and success.

2. Using Assessment Results:

Assessment data is an integral part of the instructional model at GCHS and data is always analyzed and utilized to improve instruction, which in turn improves student performance. A great assessment advisor to our state once said, "Assessment for the sake of assessment and for which the results of the data don't impact student instruction is worthless". We have adopted this philosophy and see that all data is disseminated to the appropriate teachers, discussed as departments, and used to make instructional decisions.

We begin the process with formative assessments for all core subject areas including reading, mathematics, science, and social studies for selected groups of students based upon specifics of the respective core state assessments. The data is used to drive instruction in the classroom.

Our students take the state assessments for reading and mathematics with Opportunity to Learn (OTL) as a sophomore after we have worked with formative data for two years and developed instruction specific to meet needs of students that were identified from the data. We have a high percentage of students who pass their assessments their first attempt at the summative, which is the actual state assessment taken in the spring semester of their sophomore year.

If a student does not score proficient or higher on the assessment, the student is placed into a Kansas Reading Assessment (KRA) or Kansas Mathematics Assessment (KMA) course for junior year as a Tier II intervention to our Multi-Tier System of Support (MTSS), known as Response To Intervention (RTI) in many states. They are concurrently enrolled in the KRA/KMA class with the respective English III or mathematics class they are taking their junior year. In the KRA/KMA class students are informed of their results and begin a documentation tracking of their individual results by indicator. In the KRA/KMA class, students work on their specific indicators then take a formative to see if they are ready to take the summative assessment, the actual state assessment, for the second time. Students are aware daily of their strong and weak areas for the indicators and instruction is differentiated to address individual needs. Literacy and Math coaches help teachers across the curriculum to understand the assessment results and how they can support the KRA and KMA students in their classrooms with curricular materials that may be used with their students.

Students take a formative assessment in late November or early December of their junior year in the KRA/KMA class to determine if they will be allowed to take the summative assessment before we go to winter break. We have a 95% plus success rate with this strategy for students who take the assessment mid-year. These students are then exited from their KRA/KMA class second semester to allow too much smaller classes of KRA/KMA; typically to less than 15 students per class. We have had great success with this model and this encourages students to perform to their best potential in order to be allowed to take another elective class second semester. In addition, for the students who remain in the KRA/KMA second semester, they receive Tier III intervention through a scheduled MTSS period.

To inform our stakeholders, school newsletters are sent via USPS or email. Results are also published in our school newspaper, local newspaper, and can be found online through the Kansas State Department of Education (KSDE) website at http://www.ksde.org . Stakeholders can receive this information through attendance at our local Board of Education meetings or by viewing repeated broadcasts of the meeting through our district's television station.

3. Sharing Lessons Learned:

Early on, approximately five years ago, staff from GCHS started to share how the specifics of our Multi Tier System of support (MTSS) Level II instruction impacted our students' performance on the State Assessments. This has continued through various avenues the past several years. Our instructional coaches for mathematics and literacy have become experts in their respective fields in leading teachers from both our school and others in changing instruction to meet multiple learning styles and improve student outcomes.

Staff and administration have presented at the Kansas State Department of Education (KSDE) annual conference and yearly State Content Conferences about interventions that were being utilized. In

addition, one of our administrators was requested to be the Keynote speaker at a State Content Conference. We have had teachers and administrators present at several KSDE two day summer academies for their peers from around the state over a period of three summers. We have also had three districts request to bring their staff members to our school to observe our teachers in the classroom with students during the Tier II instruction; those included are the Liberal High School, Great Bend High School and Highland Park High School. During these visits, the teachers being observed were not informed they would have visitors, as we wanted our guests to see the real deal so to speak. We have also had requests from school districts for our instructional leaders to present to their schools on the subject of improving instruction for their mathematics classes. The highlight of our professional presentations was our coaches presenting at the National Council of Supervisors of Mathematics (NCSM).

During these various presentations, we have disseminated numerous materials in both hard copy and CDs that contained most of the strategies and materials used in improving instruction for students and, in turn, student performance. These were distributed during the aforementioned opportunities as well as emailed to numerous participants following the presentations.

The most important lesson we convey to participants is that collaboration and reflection are paramount in improving instruction. In addition, improvement of instruction is the primary goal. Through the willingness to stay open minded and attempt new teaching strategies, we can and will reach more of our students with instruction that meets their learning needs.

4. Engaging Families and Communities:

The concept of parent and community involvement and participation in our school is extremely important to us here at GCHS. In addition to having the normal services such as parent teacher conferences, which we do at a very high level of involvement; we have some innovative methods, too. In the case of the traditional parent teacher conferences, we regularly get a high percentage of participation, approximately 70% - 75% by scheduling the conferences at the parents' convenience and spend three days pursuing this involvement.

Another critical method for including parents and the community is our nearly constant communication with them. We use a television channel, which is run largely by the students themselves. This is a mainstay and the community counts on it to learn what is coming up here at GCHS. We also have a student run radio station which, although smaller in scope than the TV station, still plays a valuable role. In addition, our school and district websites are integral and useful ways we increase communication.

We have recently begun the use of our student management system's ability to put out a mass email or cell phone based instant message to all of our patrons. This has been a great success and it lets us have the option to put out a virtually instant message. We use this sparingly, so as not to diminish its impact. This is indicative of our constant push in this district and our school in particular to embrace the changes and improvements in technology.

Our district also employs a full time press and community relations person. This individual has been a really important part of our program for communications. He has been the clearing point for all information dispersal during many emergencies. He also helps coordinate our responses to all the various informational needs of our district with all our local media avenues.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school has been moving to Smaller Learning Communities/Professional Learning Communities for the past four years. To support these communities, our voters supported the bond to build a new high school that is designed to support the academy concept. We have four schools/academies: Freshman Academy, School of Public Service, School of Arts and Communications, and School of Trade and Health. Within each school is a set of core teachers who work with the elective and/or career teachers. The most pure of these academies is the freshman academy, as it is the most self-contained school, requiring only music and physical education classes to access from other schools. As a freshman, students begin to explore career pathways through the usage of the Kansas Career Pipeline. Students then choose the school with which they want to be affiliated for their sophomore year. Students are required to stay in that school for one academic year and then they may choose to move to another school. Students may also choose to attend Night School, offered after the regular school day is over, and/or E2020 online classes for credit recovery or to work towards early graduation. By a student's final year of high school, each student should have a clear ideas to his/her career interest and are given support from their counselor and the Career Center in making selections for post graduation education or work.

Students can take the Regents coursework pathway or may fulfill the 26.5 credits required for graduation from Garden City High School (GCHS). To prepare for the ACT or SAT exams, students may take an ACT Prep class beginning their sophomore year. In addition, English/Language Arts teachers in grades 11 and 12 are working with students by giving them timed activities from previous ACT tests. English/Language Arts teachers utilize the district's framework for instruction. Mathematics, Science, and Social Studies are developing their framework, as the improvement of the reading assessment scores show the value in the Reading framework and thus this can be duplicated in other core areas. GCHS requires a well-rounded curriculum for the students, based upon the state requirements and added by several elective areas. All students are required to take the state-required curriculum. GCHS also offers support for English Language Learners, from Newcomers to students who are on ELL monitored status. AVID (Advancement Via Individual Determination) and JROTC classes are available to students.

Our school day is comprised of four 85 minute block periods; students are enrolled in an eight period schedule. There are odd days which have periods 1, 3, 5, and 7 and even days that have periods 2, 4, 6, and 8; commonly known as an alternating block schedule. Most classes are single blocked classes, with the exception of a few that meet everyday such as our Read 180 program and Algebra I Extended Study for students who need extra time for these two areas. We also have a 37 minute block of time each day for MTSS Tier III intervention or enrichment depending on the needs of the student. Students may choose their enrichment activity, which range from dance, aeronautics, A/P study sessions, etc. Other students are automatically enrolled in enrichment based upon formative assessment data indicating the need for additional support in a given academic area.

2. Reading/English:

At Garden City High School (GCHS), English/Language Arts (ELA) classes have changed in the past five years in curriculum as well as in instructional methods. Our state assessment scores were showing a see-saw effect. With support from the Central Office's Instruction director and coordinators, our ELA teachers rewrote the curriculum to specifically address the state indicators. This was not an easy process, as we wanted our literature-trained ELA teachers to become reading teachers. In addition, we changed the instructional approach from the teacher-led model to the district's framework, utilizing whole group and small group instruction. There was resistance to these changes, especially from our veteran teachers, who had difficulty making the necessary changes.

We contracted with consultants from out of district and also were given support from the Kansas Learning Network (KLN). Consultants observed our teachers then coached them on ways to become more effective

in the classroom as facilitators of instruction. Again, resistance roared its head until some of the teachers began to see the benefit to these changes and success of their students, especially when the state assessment results increased significantly. A Literacy Coach position was added to our staff to be a non-evaluative observer and coach to work with not only our ELA teachers but all teachers in the building to improve the teaching of reading and skills specific to improving student performance.

We offer several classes to address the needs of all students, but particularly our ELL students, who have a wide range of reading levels as is apparent from our reading formatives. We offer Read 180, System 44, and Achieve 3000 in assisting students who often come to use as a new student with limited speaking reading, and writing skills in the English language. These classes offer support to the other language arts classes and are offered concurrently with the student's language art schedule.

We have also made curricular changes in the offerings we allow students to enroll in for the language arts schedule; we have replaced some of our so called "fluff" classes such as mythology and science fiction with classes that focus on all types of literary genres.

In addition to our regularly offered language arts classes, we also offer students the opportunity to enroll in Honors and AP classes, as well as dual credit classes through our local community college.

3. Mathematics:

The Garden City High School mathematics curriculum is a comprehensive program that includes the following classes: Algebra I, Algebra II, Geometry, Advanced Mathematics, Trigonometry, Calculus, and Honors classes for each of these classes. The class most credited with the improvement of our mathematics scores is our Kansas Mathematics Assessment (KMA) class.

As many students have traditionally struggled with mathematics, the class was designed specifically to help struggling mathematics students with a plethora of strategies to engage students and create self efficacy in their mathematics class. There are three guidelines for the class: first, there is no textbook for the class, as all curriculum materials are developed to be hands-on; second, no out-of-class assignments, as we already knew that many of these struggling students did little if any homework; and third, nothing done in class would leave the classroom, as each student would be given a file to store and organize the materials and assignments they completed in class.

Because many of our teachers have taught the KMA class, the methodologies and activities used in the KMA classes have affected instruction in our other classes. As statistics from the state have indicated, we have fewer students needing remedial classes who moved onto college. Our percentage of graduates who take remedial courses fell from 16.1% to 6.9% from 2007 to 2009, the last year for which statistics are currently available. At the same time, the state averages fell from 23.6% to 19%. And from at least 2009, our graduates have had a higher than average pass-rate (79.4% for our graduates versus 63.7% for the state as a whole) on the remedial courses they did take. During this time frame we have had a substantial increase in the number of students taking courses beyond Algebra II, from approximately 60% to 70%.

These are a few indicators that we are moving in the right direction with instruction, but we are always reflecting and collaborating in the pursuit for improved instruction for all students.

4. Additional Curriculum Area:

Last year at GCHS we implemented the JROTC program. JROTC is a joint, scholastically and behaviorally based program that teaches leadership, citizenship and reinforces the curriculum of all subjects, as it draws from all subjects and supports the efforts of all teachers.

JROTC teaches the basics and it backs up the efforts of all regular classroom subjects in its curriculum. Our mission here at GCHS is assisted by JROTC in that it makes our students better students in their other classes. Study skills are emphasized, as is a synergistic approach to the skills the students learn in all other classes. While we have only been at this program for less than three full semesters and part of another, we have seen an increase in enrollment and anecdotally, a real, serious perception of decreased referrals and discipline problems with students who become cadets.

The program began with sixty-five students enrolled its first semester, and has now grown to have approximately one hundred eighty-five enrolled cadets. We have had to add an extra instructor in the first

year of the program, and should the numbers increase slightly, we will become qualified for another instructor.

We have had a large amount of participation in community affairs by our cadets. The community loves to have them perform and they are requested to do so many times, and these requests are on the rise. We field a drill team and a color guard at this time, and they have performed all around our town, from major civic events such as parades and the like. They have also performed at smaller venues such as retirement homes and other elder care facilities. They will do programs at other schools and places upon request and these requests come often.

The change in our culture has been dramatic due to the introduction of this program. Our cadets raise and lower the flag daily with appropriate ceremony and they wear their uniforms a minimum of once a week. The positive comments and change in the perception of our kids has been amazing. We were lucky to get this program and the results are speaking loudly for themselves.

5. Instructional Methods:

Because of our diverse learner needs, Garden City High School teachers utilize differentiated instructional elements based on student readiness, interest, or learning profiles. Through Academy and Department Professional Learning Communities, teachers have been provided professional development for differentiating instruction through content, process, and product. For example, students in a math class may work on specific content indicators applicable to individuals or small groups of students. Others might differentiate the activities in which the student engages in order to master content. Additionally, students may turn in varied projects or products that apply what a student has learned in a unit instead of a traditional paper/pencil test.

Instructional framework is used in all our language arts classes, while mathematics, science, and social studies are developing their instructional framework. Ultimately, a school-wide framework will be implemented. Our school strives to utilize the gradual release model for instruction; “I do, we do, you do.” In this approach, the teacher acts more of a facilitator rather than straight lecturer throughout the class period.

Through creative scheduling, we have also provided time during the school day to address the needs of all students by providing intervention and enrichment. Approximately 40 minutes per day is set aside for mentoring and MTSS (Multi-Tier Systems of Supports, our state’s RTI model). Students meet with a mentor teacher two days per week for general academic support, social skills training, and general mentoring activities. Three days per week, students are offered tier two and tier three intervention and enrichment activities. For example, students who are at risk of not meeting state standards meet with teachers to work on specific indicators in the reading, math, and language content areas. Students who do not need specific interventions are provided enrichment opportunities across all content areas, including art, music, and dance.

As our school moves towards a 1:1 technology initiative, teachers are utilizing iPads to create differentiated lessons that involve content-related applications which support multiple curricular areas. For example, teachers can utilize technology to develop lessons that meet student interests, ability levels, and curriculum requirements.

6. Professional Development:

Teachers at Garden City High School are lifelong learners. Professional development is offered throughout the year via PLC meetings, Department meetings, In-service trainings, and out-of district providers. Not only does our professional development help teachers stay up to date with new trends and learn fresh techniques, it also is primarily aimed at providing strategies that improve student achievement. In addition, GCHS has full time Literacy and Mathematics coaches who provide PD throughout the year as well as working directly with staff to follow up with non-evaluative observations and conferences to ensure the PD is ongoing.

Most professional development is directly applicable to our staff because the needs and plans for in-services are developed directly by the Garden City High School Leadership Team. The team meets a minimum of once a month to review walk through data, which addresses data based instructional and learning needs. For example, a consistent area of concern from walkthrough data related to student use of

technology. An in-service was then developed and implemented that provided instructional strategies for teachers to effectively utilize the iPad as a teaching/learning tool.

Teachers today are under growing pressure to perform. Garden City High School provides teachers with data and feedback about their instructional strengths and weaknesses, and then offers professional development opportunities to improve those areas.

Professional development is part of our teacher evaluation, as the teacher and his/her evaluator discusses and documents goals for the school year. The evaluator monitors progress on the goals through an internet based program called My Learning Plan at www.mylearningplan.com . Once a staff member attends an in-service, they are requested to complete an evaluation of the PD. In many cases, staff is requested to present or share content or strategies with their peers. A great deal of the in-service presented to our staff is developed and presented by their peers in the building or district. Professional development offered by the district is estimated at over 1,000 courses per school year. By tracking PD on My Learning Plan, a teacher may recertify their teaching license through state, as well as increase on the salary schedule.

7. School Leadership:

Communication, organization, and engagement are the keys to running an effective school. Building strong relationships with students, teachers and parents is a big part of communication. It is also important for everyone in the school to understand their roles and the importance of that role. An important ingredient is engagement. In the process of change and reform we have learned that we must adjust and adapt our instruction to meet the needs of our students. It can be difficult to accept the brutal facts about your school and then share these facts with the staff in a useful and positive manner.

The primary ability of any leader is the ability to take his staff to places that they have never been and may not be willing to go by themselves. Achieving success means doing things that you may not want to do. The leader's ability to sell the staff on an idea or vision that is contrary to what they have been doing can be difficult to accomplish when people's beliefs differ. How you go about the change to putting those beliefs in practice is critical.

One aspect of our leadership beliefs is empowerment of all participants. Our school is broken down into academies, departments, and professional leaning communities with each having a purpose and place in the school. Academies are career interest areas with each broken down into professional learning communities with teachers having the same plan period so they can plan and integrate across the curriculum. We implemented professional learning communities several years ago and the academy concept has helped with our staff understanding the relevance of working together.

There is a leadership model and team for each academy. Each principal is in charge of an academy, along with a secretary and counselor. Our belief is that each student must receive individualized attention in order to help them graduate and prepare for success. We feel that it is our responsibility to ensure that our country stays strong with a well-educated work force. Especially well educated will be the students of GCHS. That is our most sincere core belief as a leadership team.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Kansas Mathematics Assessment

Edition/Publication Year: 2005/2006 Publisher: Center for Testing and Evaluation (CETE)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient or Above	90	89	90	85	67
% Exceeds or Exemplary	40	42	41	31	26
Number of students tested	438	390	418	412	403
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	12	13	21	12	21
Percent of students alternatively assessed	3	3	5	3	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	88	85	85	77	60
% Exceeds or Exemplary	32	30	31	21	18
Number of students tested	235	192	179	200	204
2. African American Students					
% Proficient or Above					
% Exceeds or Exemplary					
Number of students tested	7	9	8	6	5
3. Hispanic or Latino Students					
% Proficient or Above	88	87	83	80	58
% Exceeds or Exemplary	31	34	32	26	19
Number of students tested	281	238	226	224	210
4. Special Education Students					
% Proficient or Above	76	92	81	55	44
% Exceeds or Exemplary	24	28	17	6	11
Number of students tested	29	25	41	33	45
5. English Language Learner Students					
% Proficient or Above	88	78	80	66	36
% Exceeds or Exemplary	27	20	18	18	3
Number of students tested	92	69	50	56	33
6. White					
% Proficient or Above	95	93	97	95	77
% Exceeds or Exemplary	55	54	54	38	35
Number of students tested	134	121	134	131	147
NOTES:					

12KS2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: Kansas Reading Assessment

Edition/Publication Year: 2005/2006 Publisher: Center for Testing and Evaluation (CETE)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient or Above	96	93	81	66	64
% Exceeds or Exemplary	58	43	31	34	36
Number of students tested	452	405	435	417	370
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	14	15	25	19	21
Percent of students alternatively assessed	3	4	6	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	95	89	73	55	51
% Exceeds or Exemplary	47	33	33	22	24
Number of students tested	247	203	187	201	171
2. African American Students					
% Proficient or Above					
% Exceeds or Exemplary					
Number of students tested	7	9	9	5	4
3. Hispanic or Latino Students					
% Proficient or Above	95	91	74	55	51
% Exceeds or Exemplary	47	35	33	20	24
Number of students tested	293	249	237	225	182
4. Special Education Students					
% Proficient or Above	76	89	42	20	46
% Exceeds or Exemplary	28	22	28	14	15
Number of students tested	29	27	43	36	41
5. English Language Learner Students					
% Proficient or Above	94	80	42	29	14
% Exceeds or Exemplary	33	18	16	7	0
Number of students tested	96	74	45	55	29
6. White					
% Proficient or Above	98	98	91	82	81
% Exceeds or Exemplary	77	59	50	54	49
Number of students tested	137	124	147	137	141
NOTES:					

12KS2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient or Above	90	89	90	85	67
% Exceeds or Exemplary	40	42	41	31	26
Number of students tested	438	390	418	412	403
Percent of total students tested	100	100	100	100	98
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12KS2