

Action Plan 2021-
2022

GCHS



Grant County High School

Big Ideas	Corresponding State Goal	Measures of Success	Funding	
Big Idea 1: Strengthening Literacy across all content areas	1. Proficiency (Reading and Math); 2. Separate Academic Indicator (Social Studies, Science and On-Demand Writing) 3.) GAP 4.) Transition Readiness 5.) Graduation Rate	* Map/CERT Scores * KAS Scores * ACT Scores	*SBDM, ESS	
Big Idea 2: Instructional Protocol Implementation	1. Proficiency (Reading and Math) 2. Separate Academic Indicator (Social Studies, Science and On-Demand Writing) 3. GAP	* MAP/CERT Scores * KAS Scores * ACT Scores	*SBDM, ESS	
Big Idea 3: Improving school culture	5. Graduation Rate	* CTE Completion data * Graduation Rate	* SBDM	
Green	Yellow	Red	Strikethrough	
COMPLETE	IN PROGRESS	NOT STARTED IT YET	ABANDONED	

State Required Accountability Targets

STATE ACCOUNTABILITY AREA	2023 STATE GOALS	2021 - 2022 ANNUAL STATE OBJECTIVES
PROFICIENCY <i>(reading, math)</i>	<p>By the end of the 22-23 school year, Grant County High School will increase proficient/distinguished scores on the 10th Grade Reading assessment to 70.</p> <p>By the end of the 22-23 school year, Grant County High School will increase the proficient/distinguished scores on the 10th Grade Math assessment to 65.</p>	<p>By the end of the 21-22 school year, Grant County High School will increase proficient/distinguished scores on the 10th Grade Reading assessment from 32.2% to 50%</p> <p>By the end of the 21-22 school year, Grant County High School will increase proficient/distinguished scores on the 10th Grade Math assessment from 30.4% to 50%</p>
SEPARATE ACADEMIC INDICATOR	<p>By the end of the 22-23 school year, Grant County High School will increase proficient/distinguished scores on the KPREP Science, Social Studies and On-Demand Writing assessments to 70.</p>	<p>By the end of the 21-22 school year, Grant County High School will increase proficient/distinguished scores on the On-Demand Writing assessments from 63.5% to 65% and will score at 50% proficient/distinguished on the KPREP Science and Social Studies assessments.</p>
GAP - Students with Disability	<p>By the end of the 22-23 school year, Grant County High School will increase the percentage of students with disabilities scoring proficient/distinguished on the KPREP 10th Grade Reading assessment to 25%</p> <p>By the end of the 22-23 school year, Grant County High School will increase the percentage of students with disabilities scoring proficient/distinguished on the KPREP 10th Grade Math assessment to 25%.</p>	<p>By the end of the 21-22 school year, Grant County High School will increase the percentage of students with disabilities scoring proficient/distinguished on the KPREP 10th Grade Reading assessment to 15%.</p> <p>By the end of the 21-22 school year, Grant County High School will increase the percentage of students with disabilities scoring proficient/distinguished on the KPREP 10th Grade Math assessment to 15%.</p>

Transition Readiness	By the end of the 22-23 school year, Grant County High School will increase the Transition Readiness score to 90.	By the end of the 21-22 school year, Grant County High School will increase the Transition Readiness score to 75. By the end of the 21-22 school year, Grant County High School will increase the number of students who are considered Academically Ready to 100. By the end of the 21-22 school year, Grant County High School will reach an 80% pass rate on the Access assessment.
Graduation Rate	By the end of the 22-23 school year, Grant County High School will increase the 4 & 5 year combined graduation cohort rate to 97%	By the end of the 21-22 school year, Grant County High School will increase the 4 & 5 year combined graduation cohort rate to 94%.

Big Idea #1: Strengthening Literacy across all content areas						
School Big Rocks	30 Day Activities 8/11/2021 - 9/22/2021	60 Day Activities 9/23/2021 - 11/5/2021	90 Day Activities 11/8/2021 - 1/5/2022	120 Day Activities 1/6/2022 - 2/16/2022	150 Day Activities 2/17/2022 - 3/31/2022	180 Day Activities 4/1/2022 - 5/24/2022
<p>1. Increasing the amount of time that students are independently reading both inside and outside of class.</p> <p>KCWP # 2, #3, and #4</p>	<p>1. Department Chairs/Leads: Will meet prior to start of school year. Establish plan to meet with departments. Teachers will make plan for individual accountability student reading plans.</p> <p>2. Teacher lesson plans (weekly overviews/daily overviews) and unit plans reference the reading time that students will be individually accountable for during classes. As this is a new expectation, leadership will monitor for both documentation and delivery.</p>	<p>1. Department meetings are vehicle for growth in practice through planning.</p> <p>2. Teacher lesson plans (weekly overviews/daily overviews) and unit plans reference the reading time that students will be individually accountable for during classes. Leadership team continues to monitor for both documentation and delivery.</p> <p>3. November 3rd, we will add SMITN (Student Minutes in Text Number) to WOs and "launch" the idea during PD.</p> <p>4. SMITN (Student Minutes In Text Number) will be added to WOs starting the week after 11/3</p>	<p>1. Department meetings are vehicle for growth in practice through planning. Department Chair Meeting - 12/1 - Reset of role of department chairs and their role for supporting growth in department. Department chair meeting on 1/5. Weekly overview, and setting course for second semester.</p> <p>2. Teacher WOs reference the Student Minutes In Text Number. Leadership team will monitor for both documentation and delivery and provide both growth and positive feedback through 12/18.</p> <p>4. Teachers outside of English will be spotlighted as examples of how to incorporate text into all classes. Admin team will decide on three each week to spotlight. Will be done through daily communication slide. This will be done through 12/18. Can continue if successful after that date.</p>	<p>1. Department meetings are vehicle for growth in practice through planning. Department Chair Meeting 2/2 -</p> <p>2. Teacher WOs reference the Student Minutes In Text Number (SMITN). Leadership team will monitor for both documentation and delivery and provide both growth and positive feedback.</p> <p>3. Julie Hummel will be involved in a building wide SMITN/reading plan to involve the library and reading recognitions. Will roll out around Valentine's Day.</p> <p>4. Continue to spotlight teachers that are incorporating text well into classes outside of English through communication slides. Goal is one per week.</p>	<p>1. Department meetings are vehicle for growth in practice through planning. Department Chair meeting - 3/2.</p> <p>2. Teacher WOs reference the Student Minutes In Text Number (SMITN). Leadership team will monitor for both documentation and delivery and provide both growth and positive feedback.</p> <p>3. Building wide SMITN/reading plan continues with Julie Hummel leading.</p> <p>4. Teacher spotlight moves to staff meetings so teachers can present best literacy practices/activities.</p>	<p>1. Departments finalize required summer reading for applicable courses. During scheduling process, students are given notice of each course requirement. Department chair meetings, 4/13 and 5/4.</p> <p>2. Teacher lesson plans (weekly overviews/daily overviews) and unit plans reference the reading time that students will be individually accountable for during classes. Leadership team continues to monitor for both documentation and delivery.</p> <p>3. Building wide reflection on SMITN minutes in 21-22, planning for 22-23.</p> <p>4. Teachers and departments plan for SMITN opportunities on staff contract days.(5/25-5/26)</p>
	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes
<p>2. Increasing the frequency of writing opportunities/assignments for students in all areas.</p> <p>KCWP #1, #2, #3, #4 and #5</p> <p>Curriculum Specialists English Teachers</p>	<p>1. Teachers will be asked to share input on what writing opportunities they feel they can create within their courses. This will also help to inform the focus of professional learning. See #3.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Leadership team will begin discussion to begin developing writing norms for the entire building.</p>	<p>1. Departments and PLCs determine writing opportunities students will have within content.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Leadership team will begin to gain input from stakeholders and to collect writing samples from classrooms to focus on writing norms for the building to create writing system for GCHS.</p>	<p>1. Departments and PLCs determine writing opportunities students will have within content.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Leadership team will work with Elementary and Middle School in District to allow teachers to see examples of student writing (both expectations and final product). This will aide in creation of writing system.</p>	<p>1. Departments and PLCs determine writing opportunities students will have within content.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Leadership team will work with teachers to develop writing system.</p>	<p>1. Departments and PLCs determine writing opportunities students will have within content.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Leadership team will finalize writing system and share with</p>	<p>1. Departments narrow focus to specific large scale writing assignments to put in place for the start of the 22-23 school year.</p> <p>2. Teachers will document in lesson plan (weekly overview/daily overview) and unit plans, the writing opportunities and assignments students are given.</p> <p>3. Focus of monthly Faculty Meetings throughout year will be to increase knowledge and capacity of teachers in the area of writing.</p> <p>4. Departments and individual teachers begin to plan for 2022-23 instruction embedding writing system.</p>
	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes
	All English classes have a writing component in each unit. Other departments will be looking at their units to	10/20 - Writing through schema and reflection covered in meeting with whole faculty				
	9/22 - Writing norms and three purposes of writing covered in meeting with whole faculty.					

Big Idea #2: Instructional Protocol Implementation							
School Big Rocks	30 Day Activities 8/11/2021 - 9/22/2021	60 Day Activities 9/23/2021 - 11/5/2021	90 Day Activities 11/8/2021 - 1/5/2022	120 Day Activities 1/6/2022 - 2/16/2022	150 Day Activities 2/17/2022 - 3/31/2022	180 Day Activities 4/1/2022 - 5/24/2022	
<p>1. (New) Teacher Support/Training</p> <p>KCWP #1, #2 and 5</p>	<p>1. NTMS first meeting on August 9th 8:30-3:30. Introduction to IP template piece by piece through activities and modeling. Directions to access current curriculum documents on drive. Where to put things, how/when to complete.</p> <p>2. NTMS 2nd and 3rd meeting - August and September, revisit IP for confusion and clarity. Activity "Dig into the target".</p> <p>3. NTMS walkthroughs (LS) feedback for conversation only, with follow up, to lead into coaching if necessary.</p> <p>4. Curriculum Specialists will work with District staff to develop reading and writing strategy support for GCHS staff.</p>	<p>1. NTMS meeting Oct 13, will revisit IP feedback tool and any misconceptions or questions regarding 3 part LT, agenda will be created and posted by Sept. 30</p>	<p>1. NTMS meetings continue</p> <p>2. Support through CSIs on 3 part LT and IP lesson development</p>	<p>1. NTMS meetings continue January 12th and February 9th</p> <p>2. Curriculum Specialists will develop bank of reading and writing strategies for GCHS staff for added layer of support when needed</p> <p>3. (NTMS) Teachers have opportunity for strategic classroom "Be our Guest" visits based on needs assessment done at NTMS meeting</p> <p>4. Support through CSIs on 3 part LT and IP lesson development</p>	<p>1. NTMS meetings continue March 9th</p> <p>2. Present toolbox of Reading & Writing Strategies to staff</p> <p>3. (NTMS) Invite CS into their classrooms to see growth from "Be our Guest" classroom visits</p> <p>4. Support through CSIs on 3 part LT and IP lesson development</p>	<p>1. NTMS meetings continue</p> <p>2. Support through CSIs on 3 part LT and IP lesson development</p> <p>3. Teacher reflection on toolbox so CS can refine for 22-23 school year</p> <p>4. Teacher end of year interviews reflect on growth during year, articulating where support was given and where additional support was and is needed.</p>	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	4
			<p>Model Coaching cycle begins with Curriculum Specialists and English teachers . Specific teachers are part of a formal coaching cycle to become model literacy classrooms.</p>				

<p style="text-align: center;">2. Monitoring Teacher Planning Documentation</p> <p style="text-align: center;">KCWP #1, #2 and #5</p>	<p>1. Admin will review teacher weekly overviews every week.</p> <p>2. Admin will review gradebook status every 2 weeks</p> <p>3. Individual PGPs developed with two goals in mind (Strengthening Literacy and Implementation of Instructional Protocol)</p>	<p>1. Administrators will review Weekly Overview documents each week.</p> <p>2. Admin will continue to review gradebook status every 2 weeks</p> <p>3. Administrators provide feedback on PGP growth through walkthrough process.</p>	<p>1. Administrators will review Weekly Overview documents each week.</p> <p>2. Admin will continue to review gradebook status every 2 weeks</p> <p>3. Administrators provide feedback on PGP growth through walkthrough process.</p>	<p>1. Administrators will review Weekly Overview documents each week.</p> <p>2. Admin will continue to review gradebook status every 2 weeks</p> <p>3. Administrators provide feedback on PGP growth through walkthrough process.</p>	<p>1. Administrators will review Weekly Overview documents each week.</p> <p>2. Admin will continue to review gradebook status every 2 weeks</p> <p>3. Administrators provide feedback on PGP growth through walkthrough process. 3a. Evaluators will meet with teachers for Summative conferences (by April 30). In these meetings, will review growth from PGP goals as observed through walkthrough data and other evidence provided by teacher or administrator.</p>	<p>Administrators will review Weekly Overview documents each week.</p> <p>2. Admin will continue to review gradebook status every 2 weeks</p> <p>3. Administrators provide feedback on PGP growth through walkthrough process. "</p> <p>3a. Evaluators will meet with teachers for Summative conferences (by April 30). In these meetings, will review growth from PGP goals as observed through walkthrough data and other evidence provided by teacher or administrator. 4. Curriculum checklist, Syllabi and Google Dept Drives are ready for 22-23</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>1. WO HUB created, making it easier for Admin to check WO folders on Monday morning. Emails sent to teachers that do not have completed documents by 8:00am Monday morning.</p> <p>2. Administrators check gradebook setups to ensure that gradebooks are calculating correctly.</p> <p>4. PGP conferences held with teachers to create PGP goals.</p>	<p>1. Dept. Chair meeting held to discuss expectation of Dept. chairs checking WO folders.</p> <p>2. Gradebooks reviewed prior to midterm posting.</p> <p>4.. All teachers have created PGP goals as of 10/15. Each teachers PGP goal document will be linked to the WT Schedule so that evaluators have access for walktough feedback.</p>				

<p>3. Commitment to Instructional Protocol Walkthroughs</p> <p>KCWP #1, #2, #4, and #5</p>	<p>1. Administrators will complete walkthroughs as scheduled with completed IP documentation form submitted.</p> <p>2. Actionable feedback for teachers will be provided through email. Teachers are asked to respond.</p> <p>3. Specific instructional concerns will be discussed at weekly "Rumble" meetings and referred to Curriculum Specialists for coaching through PLC meetings.</p>	<p>1. Administrators will complete walkthroughs as scheduled with completed IP documentation form submitted</p> <p>2. Actionable feedback for teachers will be provided through email. Teachers are asked to respond.</p> <p>3. Specific instructional glows and concerns will be discussed at weekly "Rumble" meetings and referred to Curriculum Specialists for coaching in PLC meetings.</p> <p>4. Review of walkthrough data through the first 9 weeks at 10/26 "Rumble" Meeting.</p>	<p>1. Administrators will complete walkthroughs as scheduled with completed IP documentation form submitted</p> <p>2. Actionable feedback for teachers will be provided through email. Teachers are asked to respond.</p> <p>3. Specific instructional glows and concerns will be discussed at weekly "Rumble" meetings and referred to Curriculum Specialists for coaching in PLC meetings. Curriculum Specialists will also identify teachers for next coaching cycles.</p> <p>4. January 3rd Teachers will develop LTs and SC for upcoming Unit and Cs will give feedback</p>	<p>1. Admin will complete as scheduled with completed documentation submitted</p> <p>2. Actionable feedback for teachers will be provided through email. Teachers are asked to respond.</p> <p>3. Specific instructional glows and concerns will be discussed at weekly "Rumble" meetings and referred to Curriculum Specialists for coaching in PLC meetings. Curriculum specialists begin second coaching cycle with teachers.</p>	<p>1. Admin will complete as scheduled with completed documentation submitted</p> <p>2. Actionable feedback for teachers will be provided through email. Scores of zero require face-to-face follow-up.</p> <p>3. Specific instructional glows and grows will be discussed at weekly "Rumble" meetings. Concerns referred to Curriculum Specialists for coaching in PLC meetings. Curriculum Specialists continue mini-coaching cycles with teachers.</p>	<p>1. Admin will complete as scheduled with completed documentation submitted</p> <p>2. Actionable feedback for teachers will be provided through email. Teachers are asked to respond.</p> <p>3. Specific instructional glows and concerns will be discussed at weekly "Rumble" meetings and referred to Curriculum Specialists for coaching in PLC meetings. Curriculum specialists continue coaching cycles.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>-8/18 - Administrative team meets to receive IP training with district support.</p> <p>- Internal partner walkthrough schedule created</p> <p>- Have viewed one video together for calibration from Solution Tree.</p>	<p>10/20 - At faculty meeting, some teachers had request to see feedback. All teachers should have access to forms sent through Google form and should reference.</p> <p>- Principal and Curriculum Specialists receive and complete peer walkthrough form.</p>				

Big Idea #3: Improving school culture

School Big Rocks	30 Day Activities 8/11/2021 - 9/22/2021	60 Day Activities 9/23/2021 - 11/5/2021	90 Day Activities 11/8/2021 - 1/5/2022	120 Day Activities 1/6/2022 - 2/16/2022	150 Day Activities 2/17/2022 - 3/31/2022	180 Day Activities 4/1/2022 - 5/24/2022
<p align="center"><i>1. High Expectations for all in all areas KCWP #4, #6</i></p>	<p>1. Reset of vision for entire school staff. 8/11-8/16. Student centered excellence at GCHS; a.) Board of Education Goals, b.) District Goals, c.) School Big Rocks, d.) Individual impact statements with school staff</p> <p>2. Administration "We Believe statements(instruction-based)" created; Teacher "why" statements created and monitored through year</p> <p>3. PBIS Expectations reviewed - calendar and script given to teachers for first weeks of school to reinforce expectations. Administration have targeted areas for consistent application. a.) Hands to self, b.) on time to class, in correct area and out of hallways, c.) limit cell phone use to non instructional time, d.) Use school appropriate language and voice level, e.) Respect of others and their opinions, f.) respectful of property, g.) Best effort in classrooms at all times.</p>	<p>1. Reminder of school vision shared throughout the year. Individual PGP goals reflect goals tied to improving literacy instruction and implementation of Instructional Protocol.</p> <p>2. Administration provides staff with feedback on "we believe" statements through classroom observation 11/3.</p> <p>3. PBIS data shared regularly with staff. PBIS meetings monthly.</p>	<p>1. Ad hoc committee created for purpose of refining school mission statement around Academic Mastery, Individual Accountability and Community - Dec 16th. New mission presented to school faculty on January 3rd</p> <p>2. Administration provides student body on the first day of the new semester on January 4th. Continued throughout the rest of the second semester.</p> <p>2. Administration provides staff with feedback on "we believe" statements through classroom observation. Shared with staff through Communication Slides.</p> <p>3. PBIS data from 1st semester shared with staff on Jan 3.</p> <p>PBIS non-negotiables for whole building shared with staff based on input from 11/3 PD day. 12/15 faculty meeting.</p>	<p>1. School mission shared with whole school each day. School staff measure of school mission knowledge obtained through January faculty meeting - 1/19.</p> <p>2. Administration provides staff with feedback on "we believe" statements through classroom observation. Shared with staff through Communication Slides.</p> <p>3. PBIS data shared regularly with staff. PBIS meetings monthly.</p>	<p>1. School mission shared with whole school each day. Student body measure taken through Tribe Time classes - 3/3.</p> <p>2. Administration provides staff with feedback on "we believe" statements through classroom observation. Shared with staff through Communication Slides.</p> <p>3. PBIS data shared regularly with staff. PBIS meetings monthly.</p>	<p>1. School mission shared with whole school each day. End of year measure of school community knowledge obtained through survey - by 5/23.</p> <p>2. Administration provides staff with feedback on "we believe" statements through classroom observation. Shared with staff through Communication Slides.</p> <p>3. PBIS data shared regularly with staff. PBIS meetings monthly.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
		<p>10/19 - Leadership Rumble focused on honing in on 3-4 simple behavior expectations that all in the school will follow. To be followed up with time on PD day 11/3. List of 10 non-negotiables for classroom behavior collected among staff, shorter list compiled combining like terms.</p>				

<p style="text-align: center;">2. Mentoring KCWP #5 and #6</p>	<p>1. Teachers will be divided up for Mentoring & RTI: Students will be placed in groups of need (H, M, L). Teachers will choose students from groupings based on connections already created</p> <p>2. Schedule for Tribe Time: M&T: Social Emotional Learning, W& TR: Mentoring/Xello, F:Club Day/Tutoring/Retakes</p> <p>3. Dual Credit and Co-op students will have a mentor and come in/Google at least 1 time per month (more as needed)</p> <p>4. RTI Groups established based on need.</p>	<p>1. CTE Rotation Begins 9/27/2021 - 3 day cycle, schedule given to teachers</p> <p>2. Students meet with Tribe Time teachers and complete SEL lessons and work within Xello.</p> <p>4. RTI groups revised based on need.</p>	<p>1. CTE Rotation ends 11/15 - Freshmen go back to original mentor teacher.</p> <p>2. Students continue to meet with Tribe Time teachers and complete SEL lessons and work within Xello</p> <p>4. RTI groups, again revised based on need.</p> <p>5. Senior mentor pilot group begins working within Freshmen Tribe Times.</p> <p>6. Tribe Time reset of expectations on 1/3. Tribe Time monitoring visits, tracking mentoring, intervention success. Tribe Time moves within schedule to between 1st and 2nd period 1/4.</p>	<p>2. Students continue to meet with Tribe Time teachers and complete SEL lessons and work within Xello</p> <p>4. RTI groups, again revised based on need.</p> <p>5. Senior mentor pilot group begins working within Freshmen Tribe Times.</p>	<p>2. Students continue to meet with Tribe Time teachers and complete SEL lessons and work within Xello.</p> <p>4. RTI groups, again revised based on need.</p> <p>5. Senior mentor pilot group begins working within Freshmen Tribe Times.</p>	<p>1. Tribe Time mentoring groups chosen for 2022-2023 school year, based on student and staff input.</p> <p>2. Students continue to meet with Tribe Time teachers and complete SEL lessons and work within Xello</p> <p>4. RTI groups for 2022-23 revised based on data from 2021-22 school year.</p> <p>5. Senior mentors recruited from among Junior class and training planned ahead of 2022-23 school year.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>1. Students seperated into H, M, L groups</p> <p>2. Teachers "assigned" to grade levels</p> <p>3. SEL curriculm chosen</p>					
<p style="text-align: center;">3. Improving Attendance at GCHS - 94% All KCWP #4 and #6</p>	<p>1. Attendance Intervention Team members will meet with students whose attendance and participation was low in the previous semester. Working in conjunction with DPP, student attendance will be monitored weekly.</p>	<p>1. Attendance Intervention Team members meet bi-weekly. Attendance system is followed with students whose attendance and participation meets certain benchmarks. Following the attendance system, contacts will be made when students reach 3, 5, and 7 day increments in unexcused absences.</p> <p>2. Spreadsheet created tracking total absences, unexcused absences and days out due to quarantine.</p>	<p>1. Attendance Intervention Team members meet bi-weekly. Attendance system is followed with students whose attendance and participation meets certain benchmarks.</p>	<p>1. Attendance Intervention Team members meet bi-weekly. Attendance system is followed with students whose attendance and participation meets certain benchmarks.</p>	<p>1. Attendance Intervention Team members meet bi-weekly. Attendance system is followed with students whose attendance and participation meets certain benchmarks.</p>	<p>1. Attendance Intervention Team members meet bi-weekly. Attendance system is followed with students whose attendance and participation meets certain benchmarks.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>

		Spreadsheet				
<p>4. Post-Graduation Plan Graduation Rate Goal of 92%</p> <p>KCWP #4, #5 and #6</p>	<p>1. Connect all staff members as mentors for students to develop a plan, Using Tribe Time for them to work.</p> <p>2. Utilize Xello for housing plan and supporting documentation. Documentation may be ACT, MAP, Cert Data, Certifications, Career Planning Documents</p> <p>3. Admin begin to look at criteria for the end product of graduating seniors.</p> <p>4. Pathway exploration by freshmen during the exploratory CTE rotation.</p>	<p>1. Mentoring conversations with students occur with staff.</p> <p>2. Students working in Xello to complete modules. Plan developed to determine what documents will be housed on the platform.</p> <p>3. Admin continue to look at criteria for the end product for graduating seniors.</p> <p>4. CTE Rotation allows 9th grade students to be exposed to 10 different pathways. Begins 9/27 and Ends 11/15.</p>	<p>1. Tribe Time reset of expectations on 1/3. Tribe Time monitoring visits, tracking mentoring, intervention success. Tribe Time moves within schedule to between 1st and 2nd period 1/4.</p> <p>2. Xello Progress shared with Tribe Time teachers.</p> <p>3. Admin determines that this year's Senior class will participate in Senior Exit interviews in an effort to best inform our practice so that we can plan for Senior Defenses in the 22-23 school year. Senior meeting (1/5) - Exit interview process explained.</p> <p>4. CTE Rotation ends 11/15.</p>	<p>1. Tribe Time pilot group - adding Seniors to facilitate mentoring with 9th graders.</p> <p>2. Xello assignments completed by students - Goal - 75%</p> <p>3. Senior exit interviews scheduled with all Seniors. Exit interview questions finalized and panels scheduled.</p> <p>4. CTE teachers plan recruitment opportunities.</p> <p>5. Career Fair planned for 1/10.</p>	<p>1. Student voice opportunity Students give feedback on Tribe Time process</p> <p>2. Xello assignments completed by students - Goal -100% (Prior to scheduling process 3/31)</p> <p>3. Senior Defense process explained to Juniors as a part of the pre-scheduling process - 3/21.</p>	<p>1. Tribe Time assignments for 22-23 made.</p> <p>2. Xello complete, by year, for all students. Information from students/staff to develop plan for Xello 22-23 grade level assignments.</p> <p>3. Senior exit interviews take place. Data shared with school staff, 5/25-5/26.</p>
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<p>1. Student tiers being developed for staff to "select" mentoring groups (Clay, Leigh, Nicole, Counselors)</p> <p>2. Lesson Plans / Activities for mentors & mentees to be utilized during Tribe Time (Nicole)</p> <p>3. Exploring capabilities of Xello (, Clay, Larry)</p> <p>4. Larry contacting other schools for thier plans (Larry) ((Fleming Co. & Thomas Nelson))</p>	<p>2. Xello progress slowed due to logistical issues in scheduling students in computer labs or getting chromebook carts to 25 minute classes.</p>	<p>1. CTE Rotation ends 11/15</p>			