

Action Plan 2021- 2022



Grant County Middle School

Big Ideas	Corresponding State Goal	Measures of Success	Funding
Big Idea 1: High Quality Instruction	Proficiency; Gap; Separate Academic Indicator; Growth	Increase in reading MAP and KPREP Scores Teachers will document personalized PD/PD Compact Instructional Visit/Walkthrough Data	MAP- District funded Read 180/System 44- ESS funded Read 180 Lead Stipend- SBDM funded
Big Idea 2: Safe and Healthy Culture	Proficiency; Gap; Separate Academic Indicator; Growth	Bi-weekly Attendance Team Meeting Daily Attendance Report	Attendance Incentives - YSC Funded and SBDM Funded Red Ribbon Week Materials - YSC Funded
Big Idea 3: Closing the Gap	Proficiency; Gap; Separate Academic Indicator; Growth	Instructional Visit data Weekly Admin Meetings PLC agendas/notes Student Growth on MAP Scores Feedback from Peer Learning Lab	Guest Teachers for Peer Learning Labs- District funded Teacher Perfect Attendance Incentives- YSC Funded and SBDM Funded
"Student Centered Excellence"			
Cultivating a GROWTH MINDSET through PERSONALIZED GOALS that focus on both ACADEMIC and SOCIAL EMOTIONAL success. Connecting with students through individualized MENTORING that encourages every student to be the best version of themselves.			
Green	Yellow	Red	Strikethrough
COMPLETE	IN PROGRESS	HAD TO BE MOVED OR HAVE NOT STARTED IT YET	ABANDONED

State Required Accountability Targets

STATE ACCOUNTABILITY AREA	2023 STATE GOALS	2021 - 2022 ANNUAL STATE OBJECTIVES
PROFICIENCY (reading, math)	By the end of the 22-23 school year, Grant County Middle School will increase combined proficiency in reading and math from 46.75% to 60%	By the end of the 21-22 school year, Grant County Middle School will increase combined proficiency in reading and math from 28.4% to 40%
SEPARATE ACADEMIC INDICATOR	By the end of the 22-23 school year, Grant County Middle School will increase proficiency in Science from 21.5% to 40%	By the end of the 21-22 school year, Grant County Middle School will increase proficiency in Science from 20.9% to 28%
	By the end of the 22-23 school year, Grant County Middle School will have 62% proficient in Social Studies.	By the end of the 21-22 school year, Grant County Middle School will have 50% proficiency in Social Studies.
	By the end of the 22-23 school year, Grant County Middle School will increase proficiency in Writing from 40.8% to 55%	By the end of the 21-22 school year, Grant County Middle School will increase proficiency in Writing from 40.8% to 50%
GAP - Students with Disability	By the end of the 22-23 school year, Grant County Middle School will increase average combined reading and math proficiency in our disabilities gap group from 17.85% to 40%	By the end of the 21-22 school year, Grant County Middle School will increase average combined reading and math proficiency in our disabilities gap group from 11.85% to 25%
GROWTH (ES/MS only)	By the end of the 22-23 school year, Grant County Middle School will expect growth from all students by reducing the percent of students scoring novice or apprentice in reading and math by 20%.	By the end of the 21-22 school year, Grant County Middle School will expect growth from all students by reducing the percent of students scoring novice or apprentice in reading and math by 10%.

Big Idea #1: High Quality Instruction

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
KCWP5 KCWP6	<ol style="list-style-type: none"> 1. August 11th - we did breakout sessions with teachers on IP. Projects were discussed on August 13th. We will tie this into PGP during PLCs 2. Staff will do this in PLC. Completed Sept. 7-8 4. VC will send an email out by Friday September 3rd. IP form will be attached along with an explanation. Follow up in PLC 5. PD for staff during breakout session- incorporating cooperative learning for student engagement in IP - August 11th 6. Happened the week of September 13th. All went great and we will continue to do that next year. The biggest issue is making sure we have a lot of returning teachers so they can use the data. 	<ol style="list-style-type: none"> 1. At the last faculty meeting we discussed KPREP data 2. Teachers are sending their LT/SC weekly. VC left feedback for each teacher on their Learning Target Success Criteria prior to the lesson. 3. IP videos were not completed during this 60 days. How can we make time for this? Make a list of teachers willing to be filmed for each of these. 4. New teachers have set a goal and will begin a coaching cycle with a focus on IP or engagement. 	<ol style="list-style-type: none"> 3. PLL - Sub availability makes scheduling difficult. 			
PLC's VC JG	<ol style="list-style-type: none"> 1. Align standards to assessments in Summit. 2. Align assessments in Summit to Infinite Campus. 3. Analyze data from Checkpoints for reteaching. <ul style="list-style-type: none"> - Dates? 4. Compare Project grades (Common Assessment) across grade level teams. 5. Feedback on the IP Feedback and discussion of IP data at Admin Meeting. 6. Partner walkthroughs as an admin team. 	<ol style="list-style-type: none"> 1. Analyze MAP data from the Fall Assessment. 2. Create actionable goals with students using specific domain scores from MAP. 3. Use MAP scores to determine placement for intervention during the 2nd 9 weeks of school. 	<ol style="list-style-type: none"> 1. Align standards to assessments in Summit. 2. Align assessments in Summit to Infinite Campus. 3. Analyze data from Checkpoints for reteaching. 4. Compare Project grades across grade level teams. 5. Use SRI and IXL data to monitor student achievement in Reading and Math Intervention. 6. 	<ol style="list-style-type: none"> 1. Analyze MAP data from the Winter Assessment. 2. Use MAP data to monitor placement in Intervention classes. 3. Update intervention placement based on Domain specific data collected during MAP assessment. 	<ol style="list-style-type: none"> 1. Align standards to assessments in Summit. 2. Align assessments in Summit to Infinite Campus. 3. Analyze data from Checkpoints for reteaching. 4. Compare Project grades across grade level teams. 5. Use SRI and IXL data to monitor student achievement in Reading and Math Intervention. 6. 	<ol style="list-style-type: none"> 1. Analyze MAP data from the Spring Assessment. 2. Use MAP data and Summit data to determine best placement for the 2022-2023 school year. 3. Standard Alignment with Projects on Summit. Each grade level department will complete by 5/24/2022
KCWP 4 KCWP 5	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes
	<ol style="list-style-type: none"> 1. Content teachers were given time to complete the first Unit/Project during contract days. 2. Teachers established norms and expectations for PLC including data collection and analysis. 9/14 and 9/21 	<ol style="list-style-type: none"> 1. MAP - Setting up classes 10/4/21 - 10/7/21 2. Testing Window 10/12-10/29 3. MAP analysis - 11/1-11/5 - Each team met with admin on 11/3/21 to review data. We looked at the Student Progress Report for setting goals in SDL. 				

Big Idea #2: Safe and Healthy 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	
SEL Counselors ED KCWP 6	<ol style="list-style-type: none"> 1. Discuss LifeSkills with staff 2. Set up small groups 3. Plan classroom guidance lessons 4. Discuss TICE plan 5. Begin minute meetings with grade level 6. Create resiliency survey for LifeSkills 	<ol style="list-style-type: none"> 1. Ensure teachers are implementing Nearpod lessons 2. Small groups 3. Classroom guidance lessons 4. Mindful Minutes 5. Analyze resiliency survey data to determine next steps 6. Attendance challenges 	<ol style="list-style-type: none"> 1. Nearpod SEL Lessons presented by first hour teachers 2. Small groups continued; begin new small groups after winter break 3. Classroom guidance lessons being presented 4. Daily Mindful Minutes 5. Attendance challenges 	<ol style="list-style-type: none"> 1. SEL Lessons 2. Small groups 3. Classroom guidance lessons 4. Minute meetings 5. Mindful Minutes 6. Attendance challenges 7. Have students take resiliency survey again 	<ol style="list-style-type: none"> 1. SEL Lessons 2. Small groups 3. Classroom guidance lessons 4. Mindful Minutes 5. Attendance challenges 	<ol style="list-style-type: none"> 1. SEL Lessons 2. Small groups 3. Classroom guidance lessons 4. Mindful Minutes 5. Attendance challenges 6. Analyze resiliency survey results 	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<ol style="list-style-type: none"> 1. Worked on a new schedule for life skills, doing Nearpod instead. 2. Working on getting Nick set up with small groups. Counselors will complete minute meetings mid Sep before starting small groups 3. Counselors are talking individually with teachers to set up suicide prevention training as well as class guidance for the year. Doing a reoccurring meeting to ensure it happens every month 4. TICE plan is set up for mindful minutes - videos and activities daily for teachers and students to discuss -LINK TO PBIS/SEL AGENDA 5. Created minute meetings google form by grade level. Plan to start those week of Sep 13, if possible 6. Updated staff on new SEL projects during opening PD day 	<ol style="list-style-type: none"> 1. Need to check on teachers doing nearpod lessons by walking around. Need to ask teachers to send grade level counselors their data from the lesson. 2. Small group discussion among counselors, Nick, Adam, and Emily on 9/24. Discussed preliminary names for groups and topics. Each person running a group is going to do a pre/post assessment with students and teachers to determine growth. - Small Group Schedule 3. Classroom guidance lessons starting first week of October. First lesson is on Bullying Prevention. November lessons on Gratitude and the 5 Love Languages - Classroom Guidance Schedule 4. Incorporating TICE monthly videos, everything updated to fit timeline. - LINK TO PBIS/SEL AGENDA 5. Resiliency Survey was given Friday to all student 9/24. Analyzed data by number of 1's each student was given, and how many total points per student. The plan is to get those students in individual counseling or small group counseling to help individual growth. 6. Class attendance challenge Mrs. 	<ol style="list-style-type: none"> 2. Small groups - Thomas groups run every Tuesday from 8:40-9:30 and Thursday from 12:00-12:50. Dade- "Girls with Goals"- leadership. Meets Wednesday's 8:00-8:35 3. Classroom Guidance - December topic is over Stress/Anxiety and Coping Mechanisms 5. Student Surprise attendance day- 11/12 (6th Grade), 11/16 (7th and 8th Grade). Documented in IC. Class attendance winner- Mr. Stanley 1st hr. with a 96%. Students chose doughnuts for a reward, recieved them 12/9/21. 				
PBIS	<ol style="list-style-type: none"> 1. Present ARROW expectations 2. Prep the Braves Barn 3. Establish monthly meeting with PBIS Comm. 4. Set up PBIS Walkthrough schedule 5. Monthly Behavior Update to Staff 6. Student and Staff birthday recognition 	<ol style="list-style-type: none"> 1. Sources of Strength 2. Red Ribbon Week 3. Braves Barn prizes 4. PBIS Walkthroughs 5. Monthly behavior update to staff 6. Monthly PBIS Meeting 7. Student and Staff birthday recognition 	<ol style="list-style-type: none"> 1. Winter Green prizes rewarded 2. Sources of Strength 3. Braves Barn prizes 4. PBIS Walkthroughs 5. Monthly behavior update to staff 6. Monthly PBIS Meeting 7. Student and Staff birthday recognition 8. Recognize students who had growth on the MAP assessment. 9. Roll out PBIS Rewards to staff, parents, and community 	<ol style="list-style-type: none"> 1. Sources of Strength 2. Braves Barn prizes 3. PBIS Walkthroughs 4. Monthly behavior update to staff 5. Monthly PBIS Meeting 6. Student and Staff birthday recognition 7. Introduce students to PBIS Rewards 	<ol style="list-style-type: none"> 1. Sources of Strength 2. Braves Barn prizes 3. PBIS Walkthroughs 4. Monthly behavior update to staff 5. Monthly PBIS Meeting 6. Student and Staff birthday recognition 7. Utilize PBIS Rewards and Workplace Rewards 	<ol style="list-style-type: none"> 1. Spring Green 2. Braves Barn prizes 3. PBIS Walkthroughs 4. Monthly behavior update to staff 5. Monthly PBIS Meeting 6. Student and Staff birthday recognition 7. Recognize students who had growth on the MAP assessment. 8. Continue using PBIS Rewards and begin SEL Checks 	
	<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>Counselors CS ED AG</p> <p>KCWP 6</p>	<p>1. Presented staff with ARROW expectations during opening PD days 2. \$225 spent on Braves Barn items; 470 6th grade cards collected, 198 7th grade cards collected, 61 8th grade cards collected on 9/17 3. Had first PBIS meetings- will meet the 2nd thursday of each month. Discussed becoming more universal and got teacher input on how to start implementing a universal system. Next meeting 9/9 after school 4. Established our walkthrough schedule for counselors, including Nick & Adam as well on the rotation. 39 PBIS Walkthroughs; addressed teachers during faculty meeting about posting positively stated expectations in their classroom 5. 25 behavior referrals; 18 from the bus; reported during faculty meeting 6. Birthday wishes through August 30th.</p>	<p>1. First meeting on Thursday 9/22; next Friday 9/30 is training. 21 Students trained. Met September 14. October 22- Halloween in the park. Sources handing out candy with postcard about Sources and the wheel. Thinking about Christmas parade. 2. Red Ribbon Week is scheduled to be October 25-29; activities have been planned for each day; ordered awareness/prevention items. Assembly 25th "Stay Tuned" 3. Shopping on 9/29 - \$211 spent at Dollar Tree, 367 6th grade cards, 148 7th grade cards, 68 8th grade cards collected on 10/1; shopping on 10/26 - \$189 spent at Walmart; PBIS Rewards party on 11/5 - played staff vs student dodgeball, made \$538 on concessions - Braves Barn 4. PBIS Walkthroughs show that teachers are not passing out Arrow cards consistently and are not posting positively stated expectations; addressing this issue during faculty meeting 5. Showing behavior referrals during faculty meetings - shows that majority of behavior referrals are in the classroom and on the bus</p>	<p>1. Winter Green flyer has been sent to teachers to show and talk about with students. Teachers have also been putting it in newsletters for parents to see. Flyers also hung in the hallway. POs done. Planning to shop week of Dec.1, 12/3- shopped. \$960.00 in gift cards and \$911.00 in gifts. 2.11/5- Sources meeting discussed Thanksgiving Campaign. Cut feathers for "Thankful Turkey". Peers signed up to sit at the table during lunch for students to put what they are thankful for on a feather. Campaign runs through 11/19. Next meeting 11/30- discuss Christmas Parade 3. Shopping for Braves Barn on 11/18 at Walmart; Braves Barn 5. Updated staff on behavior data at faculty meeting on 11/18; GCMS RTI Behavior 21-22 6. PBIS Committee met on 11/11 and discussed PBIS Rewards; will meet again on 12/9; PBIS/RTI Agenda 21-22 9. Staff received email to login to PBIS Rewards on 11/19; Sent out email on 12/2 to parents describing what PBIS Rewards was and asking for donations for students</p>			
<p>Staff Culture</p> <p>Counselors CS ED</p> <p>KCWP 6</p>	<p>1. Team building activities for staff 2. Discuss the Vision and Mission for GCMS 3. Teacher Treats per grade level 4. Maytag Award 5. Attend team meetings 6. New staff board in the lounge</p> <p><i>Progress Notes</i></p> <p>1. Team Building relay by Christy during opening PD days 2. Vision and Mission for GCMS discussed during opening PD days 3. Teacher treats- Vicente Martinez (8/27), Tyler Jones (8/25) 4. Created a new google doc for Maytag Award to minimize extra emails and to consolidate; Mr. Benson won the first Maytag Award on 9/16 5. Team meetings schedule revised 6. Hung faces and "about me" of new staff to GCMS in teachers lounge. New teacher "Welcome to GCMS" bags.</p>	<p>1. Teacher treats given monthly 2. Maytag Award 3. Attend team meetings 4. Potluck lunches 5. Teacher Check-ins 6. Teacher Shout outs</p> <p><i>Progress Notes</i></p> <p>1. Teacher treats form all filled out and separated by grade level/humanities; will begin handing out treats in October. Halloween treat bags for all staff 2. Maytag Award nomination form is on the Hub for teachers. Will send out email prior to next faculty meeting to remind teachers to nominate. Was awarded to Nichelle Wolfe on 10/21 3. Going to team meetings to hear about problems teachers are having with certain students/checking in on RTI students; asking what we can do to help 4. First Potluck lunch 10/22 6. Putting shout outs in the staff lounge and on slides during faculty meetings</p>	<p>1. Teacher treats 2. Maytag Award 3. Attend team meetings 4. Teacher Shout Outs 5. Teacher Check-Ins</p> <p><i>Progress Notes</i></p> <p>1. Teacher treats passed out for all 8th grade teachers for Q2 2. Maytag Award given to Tara Connley for 11/18 staff meeting</p>	<p>1. Teacher treats 2. Maytag Award 3. Attend team meetings 4. Teacher Check-Ins 5. Teacher Shout Outs</p> <p><i>Progress Notes</i></p>	<p>1. Teacher treats 2. Maytag Award 3. Attend team meetings 4. Teacher Shout Outs</p> <p><i>Progress Notes</i></p>	<p>1. Teacher App. week 2. Teacher treats 3. Maytag Award 4. Attend team meetings 5. Teacher Check-Ins 6. Teacher Shout Outs</p> <p><i>Progress Notes</i></p>

<p>JF JC</p> <p>KCWP 1 KCWP 2 KCWP 4 KCWP 5</p>	<p>1. Co-teaching training was lead by Kate Preyss in the beginning of the year PDs. We will have a follow up meeting with all Co-teachers</p> <p>2. Needs: technology in classrooms or multiply spots for teachers to teach. Also to observe teachers already co-teaching</p> <p>3. A Google Calendar was created to help with scheduling... So far seems to be ok but looking for a better way to get schedules together.</p> <p>4. First SPED meeting is tomorrow afterschool 9/21 - Went well. Teacher demonstration of new goal monitoring. Issue found with meeting notices. Teachers got students into locations and accommodations for ERQ's.</p>	<p>1. Teachers tried using Google Calendar to add co-teaching lessons. Success was uneven. Admin created a Google Sheet for teachers to document co-teaching days/times/lessons.</p> <p>2. New co-teaching sheet going better.</p> <p>3. New feedback tool created for co-teaching pairs. Going to be shared at next special education team meeting to get feedback. Planned rollout is starting after Christmas.</p> <p>4. Co-teaching meeting went well, model created for planning between teachers. Date expected to model to teachers 11/12/21.</p>				
<p>Literacy</p> <p>VC JG JF</p>	<p>1. PD providing practical literacy strategies for any classroom.</p>	<p>1. Introduced a literacy strategy during our monthly faculty meeting.</p> <p>2. Reinforce the use of literacy strategy during monthly new teacher meetings.</p> <p>3. Monthly ELA department meeting to determine best literacy practices for all content areas.</p> <p>4. Reading ERQ 9/28/21</p>	<p>1. Introduced a literacy strategy during our monthly faculty meeting.</p> <p>2. Reinforce the use of literacy strategy during monthly new teacher meetings.</p> <p>3. Reading ERQ 11/23/21</p>	<p>1. Introduced a literacy strategy during our monthly faculty meeting.</p> <p>2. Reinforce the use of literacy strategy during monthly new teacher meetings.</p>	<p>1. Introduced a literacy strategy during our monthly faculty meeting.</p> <p>2. Reinforce the use of literacy strategy during monthly new teacher meetings.</p>	<p>1. Introduced a literacy strategy during our monthly faculty meeting.</p> <p>2. Reinforce the use of literacy strategy during monthly new teacher meetings.</p>
<p>KCWP 1 KCWP 2 KCWP 3 KCWP 5</p>	<p><i>Progress Notes</i></p> <p>1. Did not complete prior to the start of school. We can address this at the first faculty meeting.</p> <p>2. ERQ schedule established and shared with teachers.</p>	<p><i>Progress Notes</i></p> <p>3. date for ELA department meeting - agenda</p> <p>4. ERQ data sent to Staff. ERQ DATA Reteaching rescoures with annotations. Check with ELA teachers on the value of these annotations for reteaching.</p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>

Jason Frilling - Big Rocks

<i>Individual Big Rocks</i>	<i>30 Day Activities 8/11/2021 - 9/22/2021</i>	<i>60 Day Activities 9/23/2021 - 11/5/2021</i>	<i>90 Day Activities 11/8/2021 - 1/5/2022</i>	<i>120 Day Activities 1/6/2022 - 2/16/2022</i>	<i>150 Day Activities 2/17/2022 - 3/31/2022</i>	<i>180 Day Activities 4/1/2022 - 5/24/2022</i>
	<p>1. 4 or 5 Walkthroughs a week - Phillip McIntosh - Jenny Webster - Jada Ray - Scott Johnson</p> <p>2. 1 individual meeting a week with a teacher - Phillip McIntosh (week of AUG 31) - Jada Ray (week of Sept 7) - Lisa Draper (Week of Sept 14)</p>	<p>1. 4 or 5 Walkthroughs a week - Ashley Davis - Mackenzie Evans - Josie Sizemore - Olivia Cooper</p> <p>2. 1 individual meeting every other week with a teacher - Ashley Davis (week of Sept 23) - Josie Sizemore (week of Sept 28)</p> <p>3. Give my AP's feedback on one of their walkthroughs every 2 weeks - During admin meetings on Mondays we will have a scetion just about Walkthroughs and feedback</p>	<p>1. 4 or 5 Walkthroughs a week</p> <p>2. 1 individual meeting a week with a teacher - Leigh week of 11/8 - Mattingly week of 11/15</p> <p>3. Give my AP's feedback on one of their walkthroughs every 2 weeks - During admin meetings on Mondays we will have a scetion just about Walkthroughs and feedback</p>	<p>1. 4 or 5 Walkthroughs a week</p> <p>2. 1 individual meeting a week with a teacher</p> <p>3. Give my AP's feedback on one of their walkthroughs every 2 weeks - During admin meetings on Mondays we will have a scetion just about Walkthroughs and feedback</p>	<p>1. 4 or 5 Walkthroughs a week</p> <p>2. 1 individual meeting a week with a teacher</p> <p>3. Give my AP's feedback on one of their walkthroughs every 2 weeks - During admin meetings on Mondays we will have a scetion just about Walkthroughs and feedback</p>	<p>1. 4 or 5 Walkthroughs a week</p> <p>2. 1 individual meeting a week with a teacher</p> <p>3. Give my AP's feedback on one of their walkthroughs every 2 weeks - During admin meetings on Mondays we will have a scetion just about Walkthroughs and feedback</p>
<i>Instructional Feedback</i>	<p align="center"><i>Progress Notes</i></p> <p>2. Phillip McIntosh - we had a great discussion after I observed him about different parts of the lesson. He wants to get better</p> <p>2. Lisa Draper - We had a discussion about LT and SC during resource and use of technology to keep students engaged and interacting in the lesson.</p>	<p align="center"><i>Progress Notes</i></p> <p>1. Several great walkthroughs through out my 60 days. I continue to get better with feedback. I may try going down to 3 a week but doing face to face meetings after.</p> <p>2. I had a great follow up with Mrs. Davis - We had a reat discusssion on LT and SC - With her being new she is still trying to make sure she uses the IP - BH has been a graet help to her.</p> <p>3. We do our AP feedback in our admin meetings everyweek. We look at each others feedback to see where we are as a whole - There are a couple things we need to focus on. Being on the same page with LT and SC for one.</p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>	<p align="center"><i>Progress Notes</i></p>
<i>Engage in PLC's</i>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p> <p>1. 7th Grade Mh 9/7/21 - discussions about IP were great. Teachers used last years data to come up with their PGP</p> <p>1. 7th Grade ELA 9/7/21 - discussions about IP were great. Teachers used last years data to come up with their PGP</p> <p>1. 6th Grade Math 9/14/21 - What is a PLC - Team vs Group - Having a clear goal, not being afraid to share your thoughts</p>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p> <p>1. I have been able to get into some PLCs but not as many as I would like. My main focus has been 8th grade ELA and 7th grade math. I need to continue to work on getting into those PLCs to help faciliate and add to the discussion.</p>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p>	<p>1. Schedule 1 or 2 PLCs a week to get into</p> <p>2. Focus on Math and English</p> <p align="center"><i>Progress Notes</i></p>

<i>Co - Teaching Model</i>	1. Observe 1 class a week for co-teaching 2. Provide email feedback to teachers	1. Observe 1 class a week for co-teaching 2. Provide email feedback to teachers	1. Observe 1 class a week for co-teaching - Blackburn/Benson Tuesday 11/9 2. Provide email feedback to teachers	1. Observe 1 class a week for co-teaching 2. Provide email feedback to teachers	1. Observe 1 class a week for co-teaching 2. Provide email feedback to teachers	1. Observe 1 class a week for co-teaching 2. Provide email feedback to teachers
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	1. Observed Mrs. Morris and Mrs. Bradhold during a Parallel teaching model. Gave them feedback on the lesson and discussed it with them	1. I have observed a couple lessons but we finally found the best way to get the schedule organized and we also complete a co-teaching walk through tool.				

Craig Smith - Big Rocks

Individual 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
<i>Classroom Visits</i>	Create Walkthrough Schedule Schedule Formal Observations Provide Instructional Feedback Classroom visits: Stanley Stewart Rash Brady Jones	Adhere to Walkthrough Schedule Adhere to Formal Observation Schedule Collaborate with Admin. Team on Feedback Classroom visits: Camacho Evans Cummins Moses Gieske	Adhere to Walkthrough Schedule Adhere to Formal Ob. Schedule Collaborate w/admin. team on feedback	Adhere to Walkthrough Schedule Adhere to Formal Ob. Schedule Collaborate w/admin. team on feedback	Adhere to Walkthrough Schedule Adhere to Formal Ob. Schedule Collaborate w/admin. team on feedback	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	1. Revising days for walkthroughs using a new schedule	1. We have begun reviewing and evaluating feedback in our administrative				
<i>PLC Meetings</i>	Attend Weekly PLC Meetings ELA PLC Sci PLC	Collaborate with Curriculum Specialist and schedule days to attend	Continue working to get into PLC meetings	Continue working to get into PLC meetings	Continue working to get into PLC meetings	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	1. Attending this week	1. PLC meetings are still challenging to attend. Working on ways to adjust				
<i>Instructional Feedback</i>	Provide Feedback through Walkthrough Schedule Provide Feedback through Formal Evals.	Continue to develop knowledge of curriculum to provide constructive feedback to teachers	Work with admin. team to evaluate feedback. Compare feedback with ad	Work with admin. team to evaluate feedback.	Work with admin. team to evaluate feedback.	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	1. Positive and negative feedback provided	1. Positive feedback is becoming more of a focus which takes more knowledge of the				

Josh Couch - Big Rocks

Individual 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
Communication	<ul style="list-style-type: none"> -Providing valuable feedback to teachers after walkthroughs -Conference and reflect on situations with Leadership team -Establish Special Education Team meetings 	<ul style="list-style-type: none"> -Observe HS Instructional Protocol and feedback through district observation program -Providing valuable feedback to teachers after walkthroughs -Conference and reflect on situations with Leadership team -Lead Special Education Team meetings 	<ul style="list-style-type: none"> -Providing valuable feedback to teachers after walkthroughs -Lead Special Education Team meetings -Provide Co-teaching teams with feedback after observations 	<ul style="list-style-type: none"> -Observe CMZ Instructional Protocol and feedback through district observation program -Providing valuable feedback to teachers after walkthroughs -Conference and reflect on situations with Leadership team -Lead Special Education Team meetings 	<ul style="list-style-type: none"> -Providing valuable feedback to teachers after walkthroughs -Lead Special Education Team meetings 	<ul style="list-style-type: none"> -Providing valuable feedback to teachers after walkthroughs -Lead Special Education Team meetings
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<ul style="list-style-type: none"> - Created Special Education Team communication group -Created Instructional Assistant Team communication group -Implemented time clock email confirmations to make sure that staff have gotten time entered in as requested -Conferenced with admin team about teacher CAP, documented and communicated about my role in the CAP with Mr. Frilling and Mr. Smith -Did calibration walkthroughs with Mr. Frilling on 9/8/21 (Hutchinson, Hollenkamp, Jensen), with Mrs. Gokey (Bradhold, Connley, Johnson), with Mrs. Camacho (Barton, Evans) -Completed IP walkthroughs for Kelli Hollenkamp, Tara Connley, Stacey Bradhold, Scott Johnson, Olivia Cooper, Dustin Plunkett, Christy Roberts, Chad Leigh -De-briefed about student situation on 9/13/21 with admin. team -Helped review teacher CAP 9/18/21 	<ul style="list-style-type: none"> - Completed IP walkthroughs for group 2. -Reviewed IP walkthrough feedback with Principal's and curriculum coaches. -Ongoing communication with IAs about timeclock -Had individual teacher meetings about IP feedback. These face-to-face conversations were very beneficial for me as I challenge myself to provide quality feedback to teachers. -Individual meetings with teachers about full observations and feedback given -Individual meetings with teachers to help review student behavior plans and offer feedback and personal examples that I've used in the past. -Being intentional to call parents about student behavioral issues at school to keep them more informed. 	<ul style="list-style-type: none"> - Making sure that I have communicated appropriate documents and information to district office staff for Admin hearings and manifestation meetings. -Communicating with families through ARCs, Parent Meetings, and Teacher Team meetings to ensure that we are trying to help students as much as possible here at school. -Communicating with IAs about timeclock -Providing feedback and advice to teachers about student situations that are difficult. -Special Education meeting went well. We are rolling out the new co-teaching survey. That was shared with staff. A survey will be created to get feedback before implementation. Staff reported that progress monitoring (new on IC) was going good and most thought it was much easier than what we used in the past. 			
PLCs	<ul style="list-style-type: none"> -Learn and observe the PLC process at GCMS -Schedule and attend 1 PLC each week (Focus on Math and Science PLCs) -Attend and reflect upon Assistant Principal Network Meetings 	<ul style="list-style-type: none"> -Schedule and attend 1 PLC each week -Attend and reflect upon Assistant Principal Network Meetings 	<ul style="list-style-type: none"> -Schedule and attend 1 PLC each week -Attend and reflect upon Assistant Principal Network Meetings 	<ul style="list-style-type: none"> -Schedule and attend 1 PLC each week -Attend and reflect upon Assistant Principal Network Meetings 	<ul style="list-style-type: none"> -Schedule and attend 1 PLC each week -Attend and reflect upon Assistant Principal Network Meetings 	<ul style="list-style-type: none"> -Schedule and attend 1 PLC each week -Attend and reflect upon Assistant Principal Network Meetings
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<ul style="list-style-type: none"> -Participated in 7th grade math PLC 9/7 -Participated in 6th grade math PLC 9/7 -Participated in 6th grade Science PLC 9/8 -APN- Attended Sept. 1 APN meeting. Was really great to get additional perspectives on issues that our schools face. -8th Science PLC 9/22 	<ul style="list-style-type: none"> -October APN meeting canceled due to MAP training for Admin. -Attended 8th science PLC -Attended Math PLC -PLCs so far have been a good way to introduce new ideas for teachers to consider in class as well as rolling out information or actionable items. 	<ul style="list-style-type: none"> - Attended 8th Science PLC, teachers were trying to address some of the issues with PFAs. Teachers seemed like PFAs needed more resources for students to be able to complete them, or to remove some PFAs that may not be necessary. Teachers also discussed adding PFAs/changing PFAs for next year to address some foundational skill gaps. -Attended 			

<i>Leading Special Education</i>	- Establish monthly Special Educaiton Meetings within GCMS	-Attend and lead Special Education Team Meetings	-Attend and lead Special Education Team Meetings	-Attend and lead Special Education Team Meetings	-Attend and lead Special Education Team Meetings	-Attend and lead Special Education Team Meetings
	-Provide feedback and coaching with Special Education documents/meetings	-Meet with District Sped. Director to get overview and determine areas of emphasis	-Provide feedback and coaching with Special Education documents/meetings	-Provide feedback and coaching with Special Education documents/meetings	-Provide feedback and coaching with Special Education documents/meetings	-Provide feedback and coaching with Special Education documents/meetings
	-Provide monitoring resources and paperwork resources to GCMS Sped. Team	-Provide feedback and coaching with Special Education documents/meetings	-Observe at least 3 co-teaching classrooms and provide feedback to teacher teams			
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	-Created GCMS Sped. Team group	-Provided individual teachers with feedback and advice about behavioral students.	- Continued behavior log/plan support for teachers.			
	-Attended 1st two special educaiton meetings for staff	-Provided feedback and exemplar behavior plan to teachers that were asking for guidance with BIPs.	-Giving teachers advice or guidance about special educaiton regulations.			
	-Provided IEP, Conference Summary, and Ammdement mentoring to special education teacher	-Being a resource to teachers about special education law and answering questions about law.	-Managing caseloads as some students have moved disability categories and new students have enrolled.			
	-Provided caseload and paperwork guidance for teachers	-Next special education meeting planned to discuss co-teaching model implementation. Review feedback form with staff prior to implementation.	-Observed 2 co-teaching classes so far and provided feedback to teachers.			
	-9/14/21 Provided conference summary mentoring, and set expectations for direct instruction with teacher needing assistance		-Monthly special education meeting held:			
	-9/13/21 Established first GCMS Sped Team Meeting for 9/21/21, agenda created and sent out					

Veronica Camacho - Big Rocks

Individual 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	
Standard Alignment	<p>1. Summit - teachers used contract days to look at the first unit/project(s) and create an alignment that allowed for both formative and summative assessments of content standards. These were outlined using a grade level department document and shared on the hub. This work will continue during PLCs. Project/ Unit 1 alignment completed by Sept. 17, 2021.</p> <p>2. Intervention - an intervention plan was introduced to all teachers utilizing Read 180, System 44 and/or IXL for intervention. This plan allows for 10-15 min of whole group instruction on current content. Then 2-3 20 min rotations of small group individualized instruction. We review data from each software component and MAP to determine small group assignments. Small groups were based on content standard needs.</p>	<p>1. Project/ Summit unit alignment (1/4) complete by 11/5/21</p> <p>2. Intervention - feedback</p> <p>3. Teachers will identify essential, important and nice to know standards for the previous grade level. Helps to identify for grade level teachers to know what is most important and level/depth students should come to them with.</p> <p>November 3rd, 2021 PD Day Teachers would work as a department on this activity. Any follow up discussion would take place during PLC.</p>	<p>1. Project/Unit alignment (1/2) complete by 1/5/22</p> <p>2. Agenda item for PLC the week of 1/4/22 and 1/11/22 will be to review and identify areas that need to be adjusted on the Project alignment.</p> <p>3. Implement Weekly Overview - Each teacher submits the upcoming weeks by Monday 8am LC/SC to review Standard alignment to the success criteria. 11/8/21</p> <p>4. During weekly admin meeting we will review LTSC for upcoming walkthroughs. Those without LTSC will be contacted immediately via a "comment/ assignment/ email" attached to the weekly overview. 11/8 - 1/5</p> <p>5. Communicate with teachers via email outlining Project time and SDL time expectations. 12/10/21</p>	<p>1. Project/ Unit alignment (3/4) complete by 2/16/22</p> <p>2. Agenda item for PLC the week of 1/10 and 1/17 will be to review and identify areas that need to be adjusted on the Project alignment.</p> <p>3. Implement Weekly Overview - Each teacher submits the upcoming weeks by Monday 8am LC/SC to review Standard alignment to the success criteria.</p> <p>4. During weekly admin meeting we will review LTSC for upcoming walkthroughs. Those without LTSC will be contacted immediately via a "comment/ assignment/ email" attached to the weekly overview.</p>	<p>1. ALL Project/ Unit alignment complete by 3/31/22</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>	<i>Progress Notes</i>
		<p>1. Project Alignment - Some departments and gradelevels are further along than others. Still need to share projected due dates, possibly refine dates.</p> <p>2. Intervention feedback - most teachers are utilizing the whole group/ small group methods. We have seen some using the time for additional SDL. These individuals were followed up with.</p>					
Data Driven Decisions	<p>1. MAP - grouping for Intervention Instruction Reading Inventory IXL</p> <p>2. J. Gokey and V. Camacho will create groups in Summit so that teams and individual teachers are able to track PFA and Project data. This data will also be compared to students' platforms and IC.</p> <p>3. Placement or movement in or out of intervention classes is determined by past MAP performance as well as final overall grades from the 2020 - 2021 school year.</p>	<p>1. MAP - all students will complete MAP for Reading and Mathematics. October 12-29. Data will be analyzed during PLCs based on RIT scores as well as specific domains. This will be used for strategic placement and grouping.</p> <p>2. Oct. 20 is end of quarter. Intervention teachers will be using data collected to determine continued placement and/or movement.</p> <p>3. PLC's dedicated to reviewing Checkpoint/ Learning Check data. Workshops and reteaching lesson planning will be based on this data.</p>	<p>1. SDL and PFA data review weekly. On track students vs those off track. Monday admin meeting. Establish SDL walkthrough schedule for the week.</p> <p>2. Weekly walkthrough with teachers and students, focusing on goal setting and evidence.</p> <p>3. Email teachers PFA on track data shout outs and/or support for SDL. By 12/17/21</p> <p>4. MAP data used for aligning standards within intervention. Math teachers will use this data to set specific activities in IXL. ELA teachers (reading intervention) will use the data to lesson plan with the learning continuum report.</p> <p>5. Students in RTI, intervention or math study skills will take the mid year MAP assessment 1/14 - 1/21.</p> <p>6. PFA data will be used to place students in study skills for the 3rd 9 weeks. Send scheduling needs to counselors by 1/3/21.</p>	<p>1. SDL and PFA data review weekly. On track students vs those off track. Monday admin meeting. Establish SDL walkthrough schedule for the week.</p> <p>2. Weekly walkthrough with teachers and students, focusing on goal setting and evidence.</p> <p>3. Semester grades posted 1/7/22</p> <p>4. Run Eligibility report for 2+ failures in Semester 1 on 1/14/22</p> <p>5. Identify students who currently qualify for Summer Academy 1/14/22</p> <p>6. Draft and send home Summer Academy Letter 1/21/22</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. 10/7/21 Teachers have determined a team plan for testing students.</p> <p>2. I attended MAP training. I would like to introduce intervention teachers to additional reports for monitoring students at the next PLC meeting.</p>					
Instructional Protocol / Coaching	<p>1. Feedback - V. Camacho will compile 2020-2021 IP feedback and data for teachers to review and create a PGP goal.</p> <p>2. Coaching - training and system review. First coaching cycle with R. Cooper.</p> <p>3. PLL - teachers identified for lab hosts. (do you remember who we had identified?)</p>	<p>1. PGP goals will be shared with the entire admin team. This will allow the admin team to follow up with IP walkthrough feedback that is actionable based on specific goals.</p> <p>2. First PLL dates? Should this partnered with coaching? Possibly PLL on a smaller scale?</p> <p>3. Begin first coaching cycle by 11/1/21.</p> <p>4. New Teacher Meeting - introduce the coaching cycle to all new teachers. Teachers will reflect on their current practices and identify an area of growth. This will be used to establish a goal for coaching. 11/4/21</p>	<p>1. PLC agenda item: Weekly Overview - discuss the "WHY" PLCs week of 12/6/21</p> <p>2. Co - teaching cycle: Goal setting and model at the High School. 12/6/21</p> <p>3. Schedule a time to lesson plan and then model lesson after winter break.</p> <p>4. IP walkthroughs at MCE 12/13/21</p> <p>5. J. Webster coaching cycle - video lesson 12/8, set goal 12/10, schedule time for model lesson.</p>	<p>1. Track LT/SC data based on % of 2s. Compare to data collected prior to W.O. implementation. Reflect on growth. 1/24/21</p> <p>2. Identify any teacher who has not received a 2 for LT/SC, set up one on one time to "workshop" writing LT/SC. 1/24/21</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. PLL dates have not been established. PLL hosts have been identified.</p> <p>2. First coaching cycle started with R. Cooper on Oct. 13. Teacher completed video lesson and is now reflecting on this lesson in order to create a Goal(s) for our coaching cycle.</p> <p>3. First Coaching Cycle Teacher - R. Cooper submitted resignation for 12/19/21</p>					

Amanda Walker - Big Rocks

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SEL	<p>Decide with principals and fellow counselors our plan for SEL lessons this year. Present to staff during opening days what this will be and how it will be conducted.</p> <p>Decide with fellow counselors our plan for Mindful Minutes, ensure someone is taking the lead on this initiative and help make big decisions as needed.</p>	<p>Support teachers in starting their SEL lessons during enrichment. Check on teachers to ensure implementation.</p> <p>Discuss with colleagues our resiliency survey to collect data on our students and how we will use that for setting up small groups.</p> <p>Collaborate with teachers for classroom guidance- set up a reoccurring "meeting" for each month to eliminate confusion.</p> <p>Start Minute Meetings with students to touch base with each student on caseload and have basic information to support them.</p>	<p>Continue with Small groups with students and collecting data.</p> <p>Meetings scheduled with teachers to collaborate for classroom guidance lessons.</p> <p>Continue looking at data from resiliency survey to determine growth from small groups. Discuss with fellow counselors activities and plans to help students in small groups.</p> <p>Continue to check in on SEL lessons and ensure students are receiving the content. Amend as needed.</p>	<p>Mid year review to determine how teachers are enjoying new SEL lessons- conduct a survey to determine ease and effectiveness.</p> <p>Ensure that Mindful Minutes are started back up and again do mid year review for counselors to determine effectiveness.</p> <p>Conduct Resiliency Survey again to all students.</p> <p>Conduct Minute Meetings to again touch base with all students and determine individual needs. And to assess how the beginning of the year vs. now</p> <p>Continue Classroom Guidance Lessons with social studies teachers.</p>	<p>Ensure that Mindful Minutes are continuing</p> <p>Continue Classroom Guidance Lessons with social studies teachers.</p> <p>Continue Small Groups with new students while checking in with previous group members, as needed.</p>	<p>End of year review to determine how teachers are enjoyed new SEL lessons- conduct a survey to determine ease and effectiveness.</p> <p>Report Resiliency Survey data to teachers as appropriate</p> <p>Continue Classroom Guidance Lessons, Small Groups, and Mindful minutes, as possible through end of the year. Conduct surveys and collect data to report to admin team and staff.</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>Counselors met in July and decided to switch to Nearpod for SEL Lessons- should be able to collect data Mr. Jahn is taking the lead on Mindful Minutes. He has organized different days of the week.</p> <p>Teachers started Mindful Minutes mid September- goal to start sooner next year.</p>	<p>Resiliency Survey given 9/24. Data dissected and added students to groups, as needed.</p> <p>Set up Class guidance: TMU 1st week of the month, MSU 2nd week, NKU 3rd week. Bullying Nearpod in October- data overwhelmingly shows that students need to talk about what is right and wrong and how to treat others. A lot of good feedback that students were shocked by others feeling the same as them and that they aren't alone. November guidance on the 5 Love Languages and how to show gratitude for different people. Learning about self and others. Had students write thank you notes to an adult in the building.</p> <p>Minute Meetings started end of September- was able to meet with 228 7th graders. This yielded information for groups and allowed students to feel seen by me.</p>								

	<p>Determine the needs of our RTI behavior. Discuss with counselors, principals, and teachers.</p> <p>Pick out re-occurring meeting dates as well as which teachers will represent each team.</p> <p>Have initial meeting to discuss expectations and roll over RTI students to keep an eye on (give them a fresh start but be quick to intervene if necessary).</p>	<p>Have first meetings, ensure norms are discussed.</p> <p>Determine who will help with each grade level (Mike, Allison, Adam).</p> <p>Discuss strategies on how to support and what interventions may be needed for students with behavior issues.</p>	<p>Continue monthly meetings, ensure norms are discussed.</p> <p>Discuss strategies on how to support and what interventions may be needed for students with behavior issues.</p> <p>Determine effectiveness of strategies from last meeting and determine next steps.</p>	<p>Conduct survey on how RTI process is going and how we can improve- review system and make changes as needed.</p> <p>Continue monthly meetings, ensure norms are discussed.</p> <p>Discuss strategies on how to support and what interventions may be needed for students with behavior issues.</p> <p>Determine effectiveness of strategies per child from last meeting and determine next steps.</p>	<p>Conduct survey on RTI process, review system and make changes as needed.</p> <p>Continue monthly meetings, ensure norms are discussed.</p> <p>Discuss strategies on how to support and what interventions may be needed for students with behavior issues.</p> <p>Determine effectiveness of strategies per child from last meeting and determine roll over strategies for upcoming year.</p>				
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>				
<i>RTI</i>	<p>Met August 19th with each team representative. Discussed that we want teams to have already talked about top 3-5 behavior issues on team to bring to the meeting.</p> <p>Will meet every Third Tuesday.</p> <p>Did not attend meeting 9/21 due to funeral- was told that it went well. Looking at that to get students into small groups. Need more description on behaviors to ensure if someone misses that it can be picked up quickly. Also need to work on making sure every team is represented (if absent, get a make up person from your team).</p>	<p>Met Oct 19th. Many changes in original teacher concerns from students. Plan to combine PBIS Committee with RTI to fuse the goal of the school to focus on reteaching the norms and rewarding students who do the right thing.</p> <p>Need to discuss starting to collect behavior data in the next meeting.</p>							
	<ol style="list-style-type: none"> 1. Teacher treats 2. Hot Potato Notebook 3. Staff shoutouts 4. Attend team meetings once a month 5. Birthday cards from admin 6. Staff potluck lunch monthly 	<ol style="list-style-type: none"> 1. Teacher treats 2. Maytag Award 3. Team Meetings 4. Teacher check-ins 5. Birthday cards from admin 	<ol style="list-style-type: none"> 1. Teacher treats 2. Maytag Award 3. Team Meetings 4. Birthday cards from admin 	<ol style="list-style-type: none"> 1. Teacher treats 2. Maytag Award 3. Team Meetings 4. Teacher check-ins 5. Birthday cards from admin 	<ol style="list-style-type: none"> 1. Teacher treats 2. Maytag Award 3. Team Meetings 4. Birthday cards from admin 				
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>				
<i>Staff Culture</i>	Hot Potato Notebook started!	Staff Potluck October 22 Maytag award given during faculty meeting							

Rebekah Thomas - Big Rocks

Individual 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	
Leading PBIS incentives for students	<ol style="list-style-type: none"> 1. Purchasing items for Braves Barn 2. Monthly themes for Arrow tickets 3. Choose students to work and open Braves Barn 4. Establish PBIS Committee Meetings 	<ol style="list-style-type: none"> 1. Send out student survey for items for Braves Barn 2. Quarterly PBIS rewards party 3. Grade level competition in October 4. PBIS Committee come to a decision for universal system and implement this system 5. Track data on Arrow tickets 	<ol style="list-style-type: none"> 1. Replenish items for Braves Barn 2. Quarterly PBIS rewards party 3. Grade level competition - Christmas themed 4. PBIS Committee reviews referral data and revises universal system 5. Track data on Arrow tickets 	<ol style="list-style-type: none"> 1. Send out another student survey for items for Braves Barn 2. Grade level competitions - Valentine's Day themed 3. PBIS Committee reviews referral data and revises universal system 4. Track data on Arrow tickets 	<ol style="list-style-type: none"> 1. Replenish Items for Braves Barn 2. Quarterly PBIS rewards party 3. Grade level competition - Spring Break themed 4. PBIS Committee meets to discuss progress and what needs to change 5. Track data on Arrow tickets 	<ol style="list-style-type: none"> 1. Survey students for favorite items in Braves Barn 2. Quarterly PBIS rewards party 3. Grade level competition - End of the School Year themed 4. Choose students for Braves Barn next year 5. Discuss implementing virtual PBIS rewards with PBIS Committee 	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<ol style="list-style-type: none"> 1. \$225 spent at Walmart on Braves Barn items; created list of items for teachers to share with their class before lunch 2. Created monthly themes with other counselors and laminated "Toilet Talks" for bathrooms; PBIS/SEL agenda created 3. Students chosen and asked to work; created schedule for workers; opened Braves Barn on 9/17 - 470 6th grade cards collected, 198 7th grade cards collected, and 61 8th grade cards collected 4. Had first PBIS meetings- will meet the 2nd thursday of each month. Discussed becoming more universal and got teacher input on how to start implementing a universal system. 	<ol style="list-style-type: none"> 1. Sent out survey on 9/28; valuable input on what items should be in the Braves Barn - Braves Barn Survey 2. PBIS Rewards party set up for 11/5; for all students who had less than two referrals or no suspensions; going to play staff vs kids in dodgeball and have concessions set up 4. Working on deciding our top 3 expectations; attending a virtual PBIS Rewards tour on 10/27 to possibly implement after winter break 5. Students who work the Braves Barn are counting the Arrow cards after each grade level; 6th grade has the most tickets collected - Braves Barn Data 					

<i>Promoting positive staff culture</i>	<ol style="list-style-type: none"> 1. Teacher treats 2. Create Maytag Award Google form 3. Staff shoutouts 4. Attend team meetings once a month 5. Birthday cards from admin 	<ol style="list-style-type: none"> 1. Teacher treats given quarterly 2. Maytag Award and shoutouts during faculty meetings 3. Team Meetings once a month 4. Teacher check-ins 5. Make a potluck schedule 6. School culture survey for staff 	<ol style="list-style-type: none"> 1. Teacher treats given quarterly 2. Maytag Award and shoutouts during faculty meetings 3. Team Meetings once a month 4. Christmas Party for staff 	<ol style="list-style-type: none"> 1. Teacher treats given quarterly 2. Maytag Award and shoutouts during faculty meetings 3. Team Meetings once a month 4. Teacher check-ins again 	<ol style="list-style-type: none"> 1. Teacher treats given quarterly 2. Maytag Award and shoutouts during faculty meetings 3. Team Meetings once a month 	<ol style="list-style-type: none"> 1. Teacher treats one last time 2. Maytag Award and shoutouts during faculty meetings 3. Team Meetings to close out the year 4. End of the Year staff party 	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
	<ol style="list-style-type: none"> 1. Created form for teachers to fill out their favorite things; split up teachers by grade and humanities; our goal is to surprise teachers with a treat quarterly 2. Created form for teachers to nominate others for the Maytag Award; presented this to teachers during PD days 3. Staff shoutouts presented during the faculty meeting for their hard work 4. Was not able to attend a team meeting - must improve on this for 60 days 5. We were not able to send out birthday cards - will save this and begin next year since we already missed birthdays 	<ol style="list-style-type: none"> 1. Teacher treats given out for the first quarter for the 8th grade staff 2. Shoutouts on slides and Maytag award given to Nichelle Wolfe on 10/21 during the faculty meeting 3. Have attended a team meeting for WKU and KSU; need to get to UC 4. Starting these in November 5. First potluck lunch was on 10/22 6. Must create and send out prior to teacher check-ins 					
	<ol style="list-style-type: none"> 1. Research small group themes 2. Ask teachers for input on 8th graders 3. Create lesson plans for small groups 4. Make schedule for small groups 	<ol style="list-style-type: none"> 1. Begin small groups 2. Take data from small group members 3. Have students complete resiliency survey 4. Check in with teachers about small group members during team meetings 	<ol style="list-style-type: none"> 1. Take data from small groups to determine if group has been useful and what changes to make 2. Check in with teachers about small group members during team meetings 3. Make schedule for next small groups 4. Track number of therapy referrals made from small groups 	<ol style="list-style-type: none"> 1. Survey teachers for students needing a small group 2. Begin new small groups 3. Check in with teachers about small group members during team meetings 	<ol style="list-style-type: none"> 1. Take data from small group members to see what needs to change 2. Give homework to small groups 3. Check in with teachers about small group members 	<ol style="list-style-type: none"> 1. Take data from small groups 2. Revise lesson plans to use for small groups next year 3. Check in with teachers about small group members during team meetings 4. Notify freshman counselor of students who were in small groups 	
	<i>Progress Notes</i>	<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><i>Being more intentional with small groups</i></p>	<ol style="list-style-type: none"> 1. Met with counselors to discuss possible small groups options - anger management, better choices, LGBTQ, friendship, social skills 2. Creating form for teachers to refer students to possible small group options 3. Once small groups have been decided and separated for each counselor, will create an 8 week lesson plan that will include pre- and post-assessments to track student data 4. Small groups will begin during the first week of October 	<ol style="list-style-type: none"> 1. First small group meeting was on 10/14. Went through introductions and split up group since I had too many members of LGBTQ+ 2. Will begin taking data on 10/28. 3. Resiliency Survey was given Friday to all student 9/24. Analyzed data by number of 1's each student was given, and how many total points per student. The plan is to get those students in individual counseling or small group counseling to help individual growth. 4. Will ask them to fill out self regulation survey on students in small group 				
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<p><i>regular and meaningful SEL lessons</i></p>	<ol style="list-style-type: none"> 1. Initial training/awareness with staff. 2. PBIS/SEL Agenda complete and pushed to staff. 3. Resiliency survey created and date has been set. 4. Minute meetings have begun with students. 	<ol style="list-style-type: none"> 1. Continued work on SEL morning mindfulness and Nearpod lessons weekly. LINK TO AGENDA 2. KIP Survey and activities/assemblies planned for Red Ribbon. 3. Three girl groups established for Fall. 2 groups will be Connection/Confidence and the 3rd will focus on LGBTQ+ connection. 4. Schedules for classroom guidance are set and in progress. 6. Resiliency survey used to establish individual sessions and group sessions. 				
	<ol style="list-style-type: none"> 1. Present ARROW expectations and create a reteach presentation for teachers (using videos they made). 2. Prep the Braves Barn 3. Establish monthly meeting with PBIS committee 4. Set up new PBIS walkthrough form 	<ol style="list-style-type: none"> 1. Figure out Braves Barn logisitcs 2. PBIS walkthrough schedule established 3. RTI Behavior meeting to discuss possible tier 2 students 4. PBIS committee discussion about revamping the system 	<ol style="list-style-type: none"> 1. Braves Barn prizes are identified and purchased 2. PBIS Walkthroughs occurring regularly - first observation 3. Establish a monthly behavior update to teams/staff regarding at-risk students 4. Continued PBIS meeting support and data collection to drive new system 	<ol style="list-style-type: none"> 1. Discuss with teachers classroom and team level PBIS prizes that can be used 2. PBIS Walkthroughs occurring regularly - second observation 3. Refine monthly behavior update to teams/staff regarding at-risk students 4. Continued PBIS meeting support and data collection to drive new system 	<ol style="list-style-type: none"> 1. Teacher input on how to improve PBIS system 2. PBIS Walkthroughs occurring regularly - auxiliary observations 3. Refine monthly behavior update to teams/staff regarding at-risk students 4. Continued PBIS meeting support and data collection to drive new system 	<ol style="list-style-type: none"> 1. PBIS Walkthroughs support teacher involvement in the system 2. Have an established PBIS system that is running correctly and efficiently for the whole school
	<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><i>Being more intentional leading the PBIS culture</i></p>	<p>1. Arrow expectations reviewed with staff and reteach presentation created using staff videos. 2. Helped put the Braves Barn together and get it organized for use. 3. PBIS meetings in effect. 4. New PBIS walkthrough form established and in use. Presented beforehand to staff.</p>	<p>1. Braves Barn is up and running on Fridays. I have helped re-strook the Braves Barn regularly. 2. Continued PBIS walkthroughs with 2nd round of teachers. 3. Tier 2 students identified and recommended for work with district behavior specialist. 4. Plan to revamp system has been established and logistics will be settled for after Christmas break.</p>				
	<p>1. Discuss the Vision and Mission for GCMS 2. Teacher Treats per grade level 3. Maytag Award #1 4. Attend team meetings and check-in with my grade level regularly</p>	<p>1. Continue culture building by suggesting team/grade level ideas 2. Maytag Award #2 3. Attend team meetings and check-in with my grade level regularly 4. Teacher Shout outs</p>	<p>1. Continue culture building by suggesting team/grade level ideas 2. Maytag Award #3 3. Attend team meetings and check-in with my grade level regularly 4. Teacher Shout outs</p>	<p>1. Continue culture building by suggesting team/grade level ideas 2. Maytag Award #4 3. Attend team meetings and check-in with my grade level regularly 4. Teacher Shout outs</p>	<p>1. Continue culture building by suggesting team/grade level ideas 2. Maytag Award #5 3. Attend team meetings and check-in with my grade level regularly 4. Teacher Shout outs</p>	<p>1. Teacher retention higher than last year 2. Teacher buy-in to systems and overall frame of mind better than previous year</p>
	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>	<p><i>Progress Notes</i></p>

<i>Staff Culture</i>	<ol style="list-style-type: none">1. 6th grade teams are regularly met with, expectations are discussed, advice/ideas are given out, and check-ins are effective and efficient.2. Teacher treats have been sorted out amongst the admin team.3. Maytag Award #1 and shout-outs given out at last faculty meeting.	<ol style="list-style-type: none">1. Continued culture building by meeting with teacher ILP groups and giving out words of admiration and gifts.2. Maytag Award given to teacher #2: Wolfe3. Continued teacher shout outs through email and in person with my grade level.				
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Emily Dade - Big Rocks

Individual 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	
Attendance	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 4. PTG meetings- 4 or above 5. Attendance meetings 	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 4. PTG meetings- 4 or above 5. Attendance meetings 	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 4. PTG meetings- 4 or above 5. Attendance meetings 	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 4. PTG meetings- 4 or above 5. Attendance meetings 	<ol style="list-style-type: none"> 1. Attendance Tracker 2. Surprise attendance day 3. Attendance Interventions 4. PTG meetings- 4 or above 5. Attendance meetings 	
	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>	<i>Progress Notes</i>
		<ol style="list-style-type: none"> 1. Each day attendance clerk sends tool to YSC and YSC tracks students present in class and students enrolled in class. At the end of each month who ever has the highest percentage wins class rewards for that month. 2. September 17- Students enjoy it. YSC will go into classrooms and put Brave head under the seat. Do it 2x monthly. Students documented in IC 3. 2 HV due to enrollment. Documented in IC. 	<ol style="list-style-type: none"> 1. Updated daily 2. September attendance winner K. Blackburn. Students documented in IC. D.Plunkett winner for November. 95%. Students documented in IC. 3. 15 contacts (Home visits, calls) made about attendance 4. Started meetings with student who have a 4 or higher. Met with students went over grades, attendance talked about strategies to improve both. Asked about basic needs and also talked 	<ol style="list-style-type: none"> 1. Updated daily. Poe sends YSC and YSC inputs it into a spreadsheet 2. 11/12- 6th grade. They got to choose from chips, YO-YO, candy bar, or small spike ball. Most choose candy. Documented in IC. 11/16- 7th and 8th 3. 5 attendance interventions 4. I. Perkins, P.Spohn, J. Clark, 5. 12/2- talked about High Flyers (N. Turner, C.Lunsford, M. Partin, A. Thomas). Talked to N. Turner mom and Nurse 			

<p><i>Educational Support</i></p>	<p>1. Started weekend food bags. Sent letter home Sept 1. Start sending bags home Sept 17. - After school club- MS partner with DRE for enrichment and study buddies. Sent home permission forms with late wave kids 9/20/21. - Sent email to parents to gauge interest in parent workshop sessions. - talked with Girl Scouts about "Girls with Goals" club curriculum. - All Pro Dad kick off breakfast 9/23/21. 19 families signed up. 9 families showed up. Sent "we missed you" cards to the ones who didnt show up, sent "Thank you" cards to the ones who did. Next meeting planned 10/22. -Sent emials to parents who signedup for "How to Hug a Porcupine" Sending home this week with info page. First post September 28th. 2. Daily birthday emails through 9/22.</p>	<p>1." Girls with Goals" handed out permission forms 9/29/21. Emailed teachers to also identify girls who would benefit. Met 10/13. Talked about what they would like to see within the group. Also ice breaker activity. Going to meet every wednesday 8-835. "Cookies and Canvas"- Invites sent out 10/15. Mental Health and self-care. 9 families attended. "Braves Buddies"- Leadership and mentoring with middle schoolers and students at DRE. "All Pro Dad"- 10/22- 12 families attended 2. 8/30-gave peer letter invite. Return by 9/10. - first meeting 9/23/21. 17 students attended. Talked about peer training, introduced 6th graders 8th graders talked about their experiences. Meeting September 14. October 22 Halloween in the park. Giving out candy with sources postcard and info. 3. 21 Peer leaders trained. Maybe next year go off campus for training at Library. 5. RRW- Prizes ordered. Days planned. "Stay Tuned" Adam Argullin assembly 10/25.</p>	<p>1. All Pro Dad- 11/19. Going to send families home with Rock paining kits or a board game. "Cookies and Canvas"- sent out info 11/12. Date for 12/9. Talk about mental health and coping skills "Girls with Goals"- talking about our strengths. We are going to make pillows for residents at Grant Manor. Going to deliver second week of December. "Braves Buddies"- meeting 2x weeks to go to DRE. Students have been building realtionships with the younger ones by reading, coloin and doing crafts. 2. Met 11/5- talked about Thanksgiving Campaign, cut feathers. Lunch schedule for peers to sit at a table so others could write on feathers what they are thankful for. Runs through 11/19. Meeting- 11/30 3. Monthly staff birthdays in lounge. 4. Winter green flyer made and sent to teachers to show and talk about with students to push them to all green. This was also sent out in newsletter and communications with parents. Shopping first week of Dec. 12/3- Shopping. \$911.00 in gifts, \$960.00 in gift cards</p>			
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Jamie Gokey - Big Rocks

Individual 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>Create and finalize coaching plan and documents for coaching cycles</p> <p>Identify teachers for first coaching cycle and begin first cycle Sept 27 (GCMS - Anthony Thon, Katelynn Jensen; GCHS - Mason Lambert, ???)</p> <p>Send out email for coaching volunteers: GCMS Sept 20 GCHS Sept 23</p>	<p>Determine schedule for coaching visits by JG and VC. Sept 27</p> <p>Initiate and manage 1st coaching cycle (Mason Lambert, Anthony Thon, and Kaitlynn Jensen) Sept 27</p> <p>Identify teachers for next coaching cycle using data collected during Admin Walkthroughs and the Instructional Protocol Oct 25</p> <p>Incorporate cooperative learning structures in New Teacher Mtg Sept 23 and Nov 4</p> <p>Weekly meetings with Elementary Engagement Coach</p>	<p>Initiate and manage coaching cycle with teachers - A. Davis, J. Sizemore, P. McIntosh, T. Barton, Jensen and Kelly Clifford</p> <p>Complete coaching cycle and reflection (M. Lambert, A. Thon) 12/17</p> <p>Weekly meetings with Elementary Engagement Coach (every Tuesday at SES)</p> <p>Update and modify coaching documents (coaching checklist and agendas)</p> <p>Create a coaching certificate of completion or some sort of recognition for teachers who complete a coaching cycle. 1/5</p>	<p>Initiate and manage coaching cycle with 2 more teachers (GCHS)</p> <p>Complete coaching cycle and reflection (Jensen, McIntosh, Clifford, Barton, Sizemore, Davis) by 2/16</p> <p>Identify teachers for next coaching cycle using data collected during Admin Walkthroughs and the Instructional Protocol data 1/24 and 1/31</p> <p>Weekly meetings with Elementary Engagement Coach (Every Tuesday at SES)</p> <p>Record a coaching session and reflect (Sizemore and/or Davis) 1/7</p>	<p>Initiate and manage coaching cycle with 2 more teachers</p> <p>Complete coaching cycles and reflection</p> <p>Identify teachers for next coaching cycle using data collected during Admin Walkthroughs and the Instructional Protocol 2/28</p> <p>Incorporate cooperative learning structures in New Teacher Mtg 2/24</p> <p>Weekly meetings with Elementary Engagement Coach (Every Tuesday and SES)</p>	<p>Complete coaching cycles and reflection</p> <p>Use feedback from teachers to modify coaching system and documents</p> <p>Weekly meetings with Elementary Engagement Coach to plan for next year</p>
	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes	Progress Notes

<p>Coaching Model</p>	<p>Initial coaching mtg- M. Lambert- 9/21</p> <p>Initial coaching mtg- A. Thon 9/23</p> <p>Collaborated with elementary coach to create coaching documents and coaching schedule: created checklist, slide decks, and video guides 9/15</p>	<p>Sent out email for engagement coaching volunteers at GCMS- 9/24 GCHS- 10/1</p> <p>New teacher meeting- modeled cooperative learning structures during the IP lesson 9/23 and 11/4</p> <p>Collaborated with elementary engagement coach to create coaching documents (to guide us through coaching cycle) 9/30, 10/6, 10/25</p> <p>Managed Coaching Cycles: A. Thon Video lesson 9/29, goal setting meeting 10/4, lesson planning 10/12, Model lesson 10/13, Debrief 11/1, planning 11/5</p> <p>K. Jensen Initial coaching meeting 9/29, video lesson 10/14, goal setting meeting 10/29, planning meeting 11/1,</p> <p>M. Lambert- focus on SDL- video 9/28, debrief and goal setting meeting 10/5</p> <p>Met with Elementary Engagement Coach to work on feedback surveys 10/6, 10/25</p>	<p>Coaching Cycles Lambert- Model SDL Nov 8, Debrief Nov 9, SDL observation Nov 29, Debrief Nov 30, SDL observation 12/6 and debrief 12/7</p> <p>Clifford- Initial coaching meeting 12/2</p> <p>Sizemore Initial coaching meeting 11/17, video lesson 12/1, goal setting meeting 12/8</p> <p>McIntosh Initial coaching meeting 11/11, video SDL 11/16, debrief 12/7</p> <p>Davis Initial coaching meeting 11/9, video lesson 12/3, goal setting meeting 12/10</p> <p>Barton Initial coaching meeting 11/29, video lesson 12/7, goal setting meeting 12/13</p> <p>Jensen planning meeting 11/8, coach modeling and observing structure 11/15, planning 11/18, coach modeling and observing 11/29, planning 12/3, coaching modeling and observing 12/6,</p> <p>Thon coach modeled lesson 11/9, debrief 11/11, planning 12/1, observation 12/9, Coaching debrief and next steps meeting 12/15</p> <p>Met with Elementary Engagement Coach- 11/11, 11/19, 12/7, 12/14</p>			
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	<p>Staff training- analyzing Summit data and using data to plan workshops during SDL - watched a video of a workshop and teams made a plan for workshops 8/20</p> <p>Monitored Mentor assignment- 100% of students are assigned a mentor - 9/13</p> <p>Created team student groups in order to better analyze progress 9/20</p> <p>Led data analysis during GCMS CIA meeting 9/22</p>	<p>(GCMS)Sent Mentoring Message- highlighting 1 Habit Of Success (stress management) to incorporate during mentoring and staff shout outs 10/4,</p> <p>Data analysis every Monday - shared in Admin meeting 11/1</p> <p>Attended team meetings to discuss Summit data and reviewed data analysis process with each team 11/3</p> <p>SDL walkthroughs (GCHS) 10/29 Brammell, 10/29 Loudon, 10/27 Clifford, 10/27 Lindley, 10/26 Wisher, 10/25 Lambert</p>	<p>SDL Walkthroughs with arrow tickets for students and feedback for teachers- 7th and 8th grades: WKU 11/29, KSU 11/30, KSU 12/1, NKU 12/1, MSU 12/6, TMU 11/16, MSU 11/15,</p> <p>GCMS Monday Mentoring Message with shout outs- increased mentoring and goal setting data 11/8, 11/15, 11/29, 12/6</p> <p>Data analysis every Monday- shared in Admin meeting 11/8, 11/18, 11/29, 12/6</p> <p>Attended GCHS team meetings- shared Summit data and reviewed with teachers how to access data for their team 11/5, 11/12, 11/19</p> <p>SDL walkthroughs (GCHS) 11/10 Campbell</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>