

Action Plan 2020-
2021

GCHS



Grant County High School

State Required Accountability

STATE ACCOUNTABILITY AREA	2023 STATE GOALS
PROFICIENCY <i>(reading, math)</i>	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. 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.
SEPARATE ACADEMIC INDICATOR <i>(science, social studies, writing)</i>	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.
GAP - Students with Disability <i>Reading P and D /Math P and D</i>	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% 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%.
TRANSITION READINESS	By the end of the 22-23 school year, Grant County High School will increase the Transition Readiness score to 90.
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%

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2020-2021 ANNUAL STATE OBJECTIVES

By the end of the 20-21 school year, Grant County High School will increase proficient/distinguished scores on the 10th Grade Reading assessment to 55.

By the end of the 20-21 school year, Grant County High School will increase proficient/distinguished scores on the 10th Grade Math assessment to 55.

By the end of the 20-21 school year, Grant County High School will increase proficient/distinguished scores on the KPREP Science and On-Demand Writing assessments to 65.

By the end of the 20-21 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%.

By the end of the 20-21 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%.

By the end of the 20-21 school year, Grant County High School will increase the Transition Readiness score to 75.

By the end of the 20-21 school year, Grant County High School will increase the number of students who are considered Academically Ready to 100.

By the end of the 20-21 school year, Grant County High School will reach an 80% pass rate on the Access assessment.

By the end of the 20-21 school year, Grant County High School will increase the 4 & 5 year combined graduation cohort rate to 94%.

Big Idea #1	Meet the learning needs of students	Literacy	Activities		Supporting Staff in implementing Literacy: 1.) Yearlong focus on RWSR through faculty meetings, department meetings and formation of		
			Department Chair Meetings leading to department meetings where content areas focus on strengthening reading, writing and discourse within their contents.	Plan for Schoolwide Literacy Expectations			Supporting Struggling Readers: IXL, Use of CERT
Big Idea #2	Provide a safe and healthy culture	Mental Health	Planning and Delivery of Social Emotional Learning opportunities	ILP: 1. Planning; 2. Utilizing information with Students.	Tribe Time: 1.) Mentoring; 2.) Intervention; 3.) SEL; 4.) ILP;	Communication with families	
Big Idea #2	Provide a safe and healthy culture	PBIS	PBIS Committee Leadership	PBIS Common Expectations	Teacher Support in Classrooms	PBIS Rewards System	
Big Idea #3	Provide a high-quality staff	School Pride	BRAVES Way	Communication/Implementation with Staff	Communication/Implementation with Students	Communication with Community	
Big Idea #3	Provide a high-quality staff	Instructional Protocol	Communication with Staff: 1.) Making the Case for the Instructional Protocol, 2.)Expectations	New Teacher Support	Leadership Support: 1.) Protocol Partners, 2.) Calibration of Administrators		
		Curriculum and Coaching	PD Implementation and Follow-up	CSI	PDSA	Instructional Coaching	Instructional Walkthroughs
Color Coding Key							
Green	Yellow	Strikethrough					
COMPLETED	IN PROGRESS	ABANDONED					

Big Idea #1 MEET THE LEARNING NEEDS OF STUDENTS

Annual Goal(s): 1.) Increase Reading Proficiency from prior years Accountability
 2.) Strengthen the instructional impact in reading, writing, speaking and reasoning

- 1. By the end of the 20-21 school year, Grant County High School will increase Reading Proficiency
- Grant County High School will increase proficiency in reading, writing, speaking and reasoning
- 3. By the end of the 20-21 school year, Grant County High School will increase 1

	30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020
<p>ics</p>	<p>1.) Department Chair Meeting to plan for launch of literacy initiatives for the year.</p>	<p>September 22nd @3:00, October 5th, meet to discuss feedback from departments to establish expectations. Still need to finalize expectations, want dept chair feedback/buy-in.</p>	<p>1.) October 5th, meet to discuss feedback from departments to establish expectations. 2.) Department meetings continue. Yearlong focus of department meetings on strengthening literacy and adherence to Instructional Protocol.</p>

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<p>2.) Plan for Reading, Writing, and Discourse expectations for each course, for the school year.</p>	<p>Have all teachers write their top three expectations for reading, writing and discourse in their classes at 9/16 faculty meeting. After collecting data, form a small committee- department chairs plus one from each department to review teachers' input and finalize expectations. Goal for CTE teachers to incorporate at least 2 reading writing learning components each week.</p>	<p>2.) Plan for Reading, Writing, and Discourse expectations for each department, for the school year. Continual point of emphasis for planning conversations for Departments and PLCs.</p>
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Staff Involvement and Communication:

<p>1.) First faculty meeting 9/16; 2.) Rollout of schoolwide expectations for reading, writing and discourse at 10/7 faculty meeting.</p>	<p>Complete - google form on communication slide and email</p>	<p>1.) Monthly faculty meetings to feature some aspect of continuous learning in teacher implementation of schoolwide literacy expectations.</p>
<p>2.) First department meetings held in September.</p>	<p>Scheduled - 9/22 - added one or two other members from each department</p>	<p>Department Meetings held monthly. Members attending literacy meetings share out with colleagues. Departments review expectations for reading, writing and discourse, monthly. October dept. meeting department chairs will ask for one person to share at next meeting an R,W,D activity they do.</p>
<p>3.) Selected staff member Meeting held 9/22 - Introduce and process of vetting for literacy system and writing policy.</p>	<p>Collected staff responses. Collected feedback on expectations from groups from each department's representation.</p>	<p>Literacy Meetings - Literacy Initiative: Increase quality and rigor of texts: Refresher on Lexile and Text Complexity</p>

Supporting Staff in implementing literacy:	<p>Formation of Literacy Committee: voluntary, sub-committee of SBDM Curriculum committee. Purpose - support the strengthening of literacy instruction in all classrooms. Committee formed with first meeting late October.</p>		<p>1.) Staff asked to bring examples of student writing responses. Introduction of yearlong focus on strengthening Reading, Writing, Speaking and Reasoning. Literacy Committee meets. 2.) Social Studies department to assist in inquiry based lessons, examples for staff. Planning in October, for November Faculty meeting. 3) MAP/CERT data collected and analyzed</p>
	<p>Struggling Readers: 1.) Reading Strategies: Curriculum Specialists begin to share reading strategies through Departments in September. 2.) IXL for use with special ed students and through intervention begins in September.</p>	<p>1.) Not been completed will begin week of October 5th 2.) IXL will begin week of October 5th</p>	
CERT	<p>1.) Plan for students to take CERT Assessment; purchase CERT access</p>		<p>1.) Students take Fall CERT assessment.</p>

STUDENTS (Literacy)

data.
ing within GCHS.

APPROACH

Literacy: Every Classroom

CORRESPONDING STATE GOAL AREA

proficient/distinguished scores on the 10th Grade Reading assessment to 55. 2. By the end of the year, 80% of students will score proficient/distinguished scores on the KPREP Science and On-Demand Writing assessments to 65. The percentage of students with disabilities scoring proficient/distinguished on the KPREP 10th Grade Reading assessment to 15%.

Measures of Success: 1.) Staff Planning Documents, 2.) Informative Assessments

Funding: None, IXL purchased using state funds

<i>Progress Notes</i>	<i>90 Day Activities 11/23/2020 to 1/21/2021</i>	<i>Progress Notes</i>	<i>120 Day Activities 1/22/2021 to 3/5/2021</i>
<p>1.) Feedback discussed, and grouped. Expectations discussed and finalized. Met with department chairs to review school level expectations and charged them with defining what their expectations would look like in those three areas-reading, writing, and discourse. 10/28 CTE meeting discussed practice of having students write the process for completing a project before actually doing it to increase the writing and discourse activity in classes</p>	<p>1.) Department meetings continue. Yearlong focus of department meetings on strengthening literacy and adherence to instructional protocol. 11/18 CTE meeting, staff shared how they have incorporated the reading and writing goal along with success/growth</p>		<p>1.) Department meetings continue. Yearlong focus of department meetings on strengthening literacy and adherence to instructional protocol.</p>

<p>Rollout of school wide expectations for reading, writing, and discourse by department at 10/7 faculty meeting. ** This did not happen - move to November faculty meeting after department chairs have had the chance to provide input.</p>	<p>2.) Plan for Reading, Writing, and Discourse expectations for each department, for the school year. Continual point of emphasis for planning conversations for Departments and PLCs. 3.) Writing rubrics in English classes...difference between scoring on-demand and process pieces.</p>	<p>December 9th Plan- Faculty Meeting Share Literacy System with full staff; Breakout sessions- Plus/Delta to determine strengths and weaknesses December 14-18 CSI meetings will dissect the expectations to understand what the system says and will share supports that will be in place school wide. January 13th Plan- Training of expectations for department chairs of enduring expectation #1: <u>Write Before You Talk.</u> January 20th Plan - Department meetings - DC/CS will train departments on strategies.</p>	<p>2.) Teachers plan with the Reading, Writing, and Discourse expectations for each course in mind. Continual point of emphasis for planning conversations for Departments and PLCs.</p>
<p>October meeting - nothing, focus was on IP, November meeting:</p>	<p>Dec. 9th Fac. Mtg:</p>		<p>1.) Monthly faculty meetings to feature some aspect of continuous learning in teacher implementation of schoolwide literacy expectations.</p>
<p>Department Chair Mtg. 11/18: Focus on literacy system and sharing with their departments. Have recognized need for clarification of task with departments. Will provide document to guide their thinking in identifying strategies/approaches currently used. 11/18 review of Perkins V accountability data with CTE teachers to reinforce need for students to work on literacy in an effort to improve ACT scores.</p>	<p>1.) Department Meetings held monthly. Members attending literacy meetings share out with colleagues. Departments review expectations for reading, writing and discourse, monthly. 2.) Collect and review the input from individual departments regarding literacy in their content/what do the activities in the system look like for their content.</p>		<p>Department Meetings held monthly. Members attending literacy meetings share out with colleagues. Departments review expectations for reading, writing and discourse, monthly.</p>
	<p>Literacy Meetings - Literacy Initiative: Increase quality and rigor of texts: Refresher on Lexile and Text Complexity</p>		<p>Literacy Meetings - Literacy Initiative: Increase quality and rigor of texts: Refresher on Lexile and Text Complexity</p>

<p>10/28 CTE meeting discussion of incorporating writing to demonstrate knowledge prior to completing a project.</p>	<p>1.) Literacy Committee meets</p>		<p>1.) Literacy Committee Meets</p>
	<p>1) Session two of PD with IXL to be completed during the month of November. 2.) GCHS Special Education system rolled out with staff. 3.) Planning for reading strategies to be used with special ed teachers/regular ed teachers.</p>		<p>1.) Planning for reading strategies to be used with special ed teachers/regular ed teachers. 2.) Reading, writing and discourse strategies shared with staff.</p>
<p>1) CERT mostly administered online when school had moved to NTI; participation low, second effort yielded more results. CERT closed window and we were unable to make up the rest.</p>	<p>1.) Plan for students to take CERT Assesment, 2nd window. 2.) Teachers set goals for classrooms; develop CERT action plans; plan for instruction utilizing class CERT results. 3.) Students use goal sheets to set goal for 2nd CERT assessment; students utilize online review</p>		<p>1. Plan for students to take CERT Assessment, 3rd window; Juniors take 3rd assessment. 2.) Teachers monitor student results compared to goals set for classrooms; adjust CERT action plans; plan for instruction utilizing class CERT results. 3.) Students use goal</p>



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ESS, Every Day

end of the 20-21 school year, n Grade Reading assessment	Key Coi
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Formal and Formal Observation, 3.) Student CERT scores
school funds, CERT - ESS funds

<i>Progress Notes</i>	<i>150 Day Activities 3/8/2021 to 4/23/2021</i>	<i>Progress Notes</i>	<i>180 Day Activities 4/26/2021 to 6/7/2021</i>
	1.) Department meetings continue. Yearlong focus of department meetings on strengthening literacy and adherence to instructional protocol.		1.) Department meetings continue. Yearlong focus of department meetings on strengthening literacy and adherence to instructional protocol.

<p>February 10th: Training of expectations for department chairs of strategy #2: Purpose.</p> <p>February 17th Plan - Department meetings - DC/CS will train departments on strategies.</p> <p>March 3rd: Training of expectations for department chairs of strategy #3: .</p>	<p>2.) Teachers plan with the Reading, Writing, and Discourse expectations for each course in mind. Continual point of emphasis for planning conversations for Departments and PLCs.</p>	<p>March 10th Plan - Department meetings DC/CS will train departments on strategies.</p>	<p>2.) Teachers plan with the Reading, Writing, and Discourse expectations for each course in mind. Continual point of emphasis for planning conversations for Departments and PLCs.</p>
	<p>1.) Monthly faculty meetings to feature some aspect of continuous learning in teacher implementation of schoolwide literacy expectations.</p>		<p>1.) Monthly faculty meetings to feature some aspect of continuous learning in teacher implementation of schoolwide literacy expectations.</p>
	<p>Department Meetings held monthly. Members attending literacy meetings share out with colleagues. Departments review expectations for reading, writing and discourse, monthly.</p>		<p>Department Meetings held monthly. Members attending literacy meetings share out with colleagues. Departments review expectations for reading, writing and discourse, monthly.</p>
	<p>Literacy Meetings - Literacy Initiative: Increase quality and rigor of texts: Refresher on Lexile and Text Complexity</p>		<p>Literacy Meetings - Literacy Initiative: Increase quality and rigor of texts: Refresher on Lexile and Text Complexity</p>

	1.) Literacy Committee Meets		1.) Literacy Committee Meets
	1.) Staff utilize reading, writing and discourse strategies in instructional planning and delivery. 2.) Department level feedback occurs in department meetings and leadership team provides feedback through informal and formal observation.		1.) Staff utilize reading, writing and discourse strategies in instructional planning and delivery. 2.) Department level feedback occurs in department meetings and leadership team provides feedback through informal and formal observation.
	1.) Freshmen and Sophomore students take 3rd assessment. 2.) Teachers analyze data compared to goals set for classrooms; assess results in comparison to CERT action plans; continue to plan for instruction utilizing class CERT results. 3.) Students utilize goal sheets to monitor		Analyze CERT results and assess whether to continue to utilize CERT in 21-22 school year.

re Work Process Strategies
KCWP #1, 2, 3, 4, 5

<i>Progress Notes</i>	<i>Notes for the 21-22 School Year</i>

Big Idea #1 MEET THE LEARNING NEEDS OF STUDENTS

Annual Goal(s): 1.) GCHS will support students social and emotional health through

CORRESPONDING STATE GOAL AREA

By the end of the 20-21 school year, Grant C
 By the end of the 20-21 school year,

	30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes
<p>Social and Emotional Learning</p>	<p>Planning SEL: 1.) Counselors meet with District team representatives to plan Suicide Prevention training. 2.) Counselors send Suicide Prevention letter to families. 3.) Tribe Time Leadership Meeting, leading to whole staff planning for Tribe Time one day a week. 4.) Sources of Strength Planning</p>	<p>1) Suicide Prevention Completed 2) Message sent to families 3) Tribe Time planning not yet completed 4) Met with school psychologists about sources of strength being virtual and a google classroom. Also discussed magnified giving.</p>

<p>ILP</p>	<p>ILP Planning for the school year</p>	<p>Xello training materials developed.</p>
<p>Tribe Time</p>	<p>1.) 9/28 -10/12, students with Tribe Time teachers, building relationships</p>	<p>1.) Shared with teachers ideas of relationship and rapport building activities. Activities listed on a Google Sheet and shared/reviewed with staff.</p>
<p>Communication</p>	<p>Counselors begin monthly communication with families on mental health topics and available supports.</p>	<p>Counselors continue to drop communications to students and families. Information is going out via email and Google Classrooms (ie. Class of 2021 Google Classroom).</p>

Students Failing Courses

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STUDENTS

throughout the 2020-21 school year.

School will increase the Transition Readiness score to 75.
 Grant County High School will increase the number of students who are considered Academically Proficient.
 Grant County High School will increase the 4 & 5 year combined graduation rate.

60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021
<p>Planning SEL: 1.) Counselors will provide a bank of activities that will address social-emotional learning needs of students. 2.) Counselors plan their work schedules based on the goal of 60% direct services with students. 3.) Sources of Strength meeting and activities once back in building. 4.) Counselors complete and monitor the administration of SRSS screener. 6.) Counselors continue work and development with creating GCHS "Counseling Program" based on ASCA Standards.</p>	<p>1. Bank of SEL activities has been shared w/ teachers 2.) Counselors plan work schedules based on the 60% direct services with students 3) Sources of strength google classroom was created. Updated student participation with moving 8th graders to GCHS SOS roster. Also updated students and Adult advisors that are no longer here. 4.) Counselors shared SRSS, directions for completion, and monitored the completion before 11/20/2020. 6.) Counselors created PGP goal to start building a GCHS School Counseling. Started work on crafting mission statement, etc.</p>	<p>1. SEL work ongoing 2.60% direct services work continues 3. SOS will figure out what students have access to devices during tribe time. SOS will also schedule meeting times through Christmas break on virtual platform. 4. SRSS data reviewed and SDQ completed for at-risk students. 5. Counselors will research multiple programs and sources for future SEL learning at GCHS. 6.) Counselors continue work and development with creating GCHS "Counseling Program" based on ASCA Standards.</p>

<p>ILP to begin through Tribe Time</p>	<p>Teacher training needs to be scheduled, Plan to provide computer access for students needs to be developed.</p>	<p>Teachers to be trained on Xello. Xello to be rolled out to students in Tribe Time. Students are to complete the About Me, Explore Options, Goals & Activities, and Core Lesson activities. Tribe Time teachers meet daily with students to review progress.</p>
<p>1.) Through 10/12, students with original Tribe Time teachers. 2.) Starting 10/13 - a.) Freshmen CTE rotations b.) SEL - M, Mentoring T-Th, Club Days/Tutoring - F</p>		<p>Teachers trained on Xello. Xello to be rolled out to students in Tribe Time on 11/30/20. Students are to complete the About Me, Explore Options, Goals & Activities, and Core Lesson activities by 1/18/20. Tribe Time teachers meet daily with students to review progress.</p>
<p>Counselors continue monthly communication with families on mental health topics and available supports</p>	<p>Counselors continue to drop communications to students and families. Information is going out via email and Google Classrooms.</p>	<p>Counselors continue monthly communication with families on mental health topics and available supports</p>

1. Teachers updating grades weekly and monitoring student progress 2.) Teachers making contacts with guardians and documenting in PLP 3.) Admin monitoring failure reports & PLP logs /counselors being notified of specific issues with students of concern 4.) Face to face follow up with non-compliant staff by admin 5.) Admin/YSC following up with guardians when admin or teachers cannot reach them 6.) staff being paid for academic detention scheduling students not making academic progress

1.) 10/20 virtual staff meeting recorded directing staff on expectations and procedures 2.) Admin will follow up with staff on 10/28 for verification 3.) Staff will begin notifying Admin/YSC when contacts cannot be made 3.) Unable to begin academic support due to virtual status.

1. Teachers updating grades weekly and monitoring student progress 2.) Teachers making contacts with guardians and documenting in PLP 3.) Admin monitoring failure reports & PLP logs /counselors being notified of specific issues with students of concern 4.) Face to face follow up with non-compliant staff by admin 5.) Admin/YSC following up with guardians when admin or teachers cannot reach them.

APPROACH

By the end of the 20-21 school year, Grant County High

ademically Ready to 100.

Short rate to 94%

Measures of Success: 1.) Transition Readiness

Funding: Xello purchased using school funds

<i>Progress Notes</i>	<i>120 Day Activities 1/22/2021 to 3/5/2021</i>
<p>2.) Counselors continue to support kids remotely, obtaining 60% direct services is difficult during remote learning. 4.) SRSS update - completed by all staff and turned in. Counselor going through and identifying SDQ kids. SDQ will be completed after December break. 5. Counselors got information from other GCS counselors and GCS psychologists about Zones of Regulations and how it can be modified/incorporated into the SE curriculum. 6.) Continued work on building the program using the ASCA school counseling program assessment as a guide.</p>	<p>1.) SEL work ongoing to provide support for students and staff. 2.) Counselors continue to try and meet the 60% direct services work. 4.) SDQ turned into counselor and reviewed. Based on SDQ counselors can assist setting up student supports. 5.) Counselors start working on adapting Zones of Regulation. Continue research on SEL programs that will make up the bulk of the GCHS SEL curriculum. 6.) Counselors continue work and development with creating GCHS "Counseling Program" based on ASCA Standards.</p>

<p>Teachers trained on Xello on 11/23/20. Xello rolled out to students beginning on 11/30/20 in Tribe Time. Students are to complete the About Me, Explore Options, Goals & Activities, and Core Lesson activities prior to 1/18/20. Tribe Time teachers meeting daily with students to review progress.</p>	<p>Teachers need to be trained on Course Planner and College Planning tools in Xello. Tribe Time teachers meet regularly with students to review progress.</p>
<p>During Extended NTI, Tribe Time being used mainly for Intervention groups assigned for individual students based on need.</p>	<p>1.) Students to resume Tribe Time with school staff in-person on hybrid system beginning 1/19/2021, 2.) Staff utilize previous Tribe Time Plan. 3.) Intervention groups adjusted after 1st Semester.</p>
<p>Counselors continue to drop communications to students and families. Information is going out via email and Google Classrooms</p>	<p>Counselors continue monthly communication with families on mental health topics and available supports</p>

1. Teachers updating grades weekly and monitoring student progress 2.) Teachers making contacts with guardians and documenting in PLP 3.) Admin monitoring failure reports & PLP logs /counselors being notified of specific issues with students of concern 4.) Face to face follow up with non-compliant staff by admin 5.) Admin/YSC following up with guardians when admin or teachers cannot reach them 6.) staff being paid for academic detention scheduling students not making academic progress

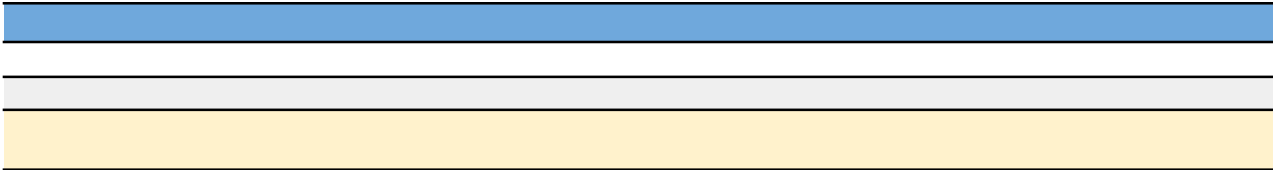
Key Core Work Process Strategies

Rate, 2.) Graduation Rate
 is, Title IV money - SEL

<i>Progress Notes</i>	<i>150 Day Activities 3/8/2021 to 4/23/2021</i>
	1.) SEL work ongoing to provide support for students and staff. 2.) Counselors continue to try and meet the 60% direct services work. 4.) Continue to support students from SDQ that need support/intervention. 5.) Counselors narrow down SEL programs and purchase SEL program for 2021-2022. 6.) Counselors continue work and development with creating GCHS "Counseling Program" based on ASCA Standards.

	<p>Students submit 2021/22 course selections through Xello (If applicable). Tribe Time teachers assist with course selection process</p>
	<p>1.) Tribe Time with school staff in-person on hybrid system continues, 2.) Staff utilize previous Tribe Time Plan. 3.) Intervention groups adjusted as needed.</p>
<p>Counselors continue to drop communications to students and families. Information is going out via email and Google Classrooms</p>	<p>Counselors continue monthly communication with families on mental health topics and available supports</p>

1. Teachers updating grades weekly and monitoring student progress 2.) Teachers making contacts with guardians and documenting in PLP 3.) Admin monitoring failure reports & PLP logs /counselors being notified of specific issues with students of concern 4.) Face to face follow up with non-compliant staff by admin 5.) Admin/YSC following up with guardians when admin or teachers cannot reach them 6.) staff being paid for academic detention scheduling students not making academic progress



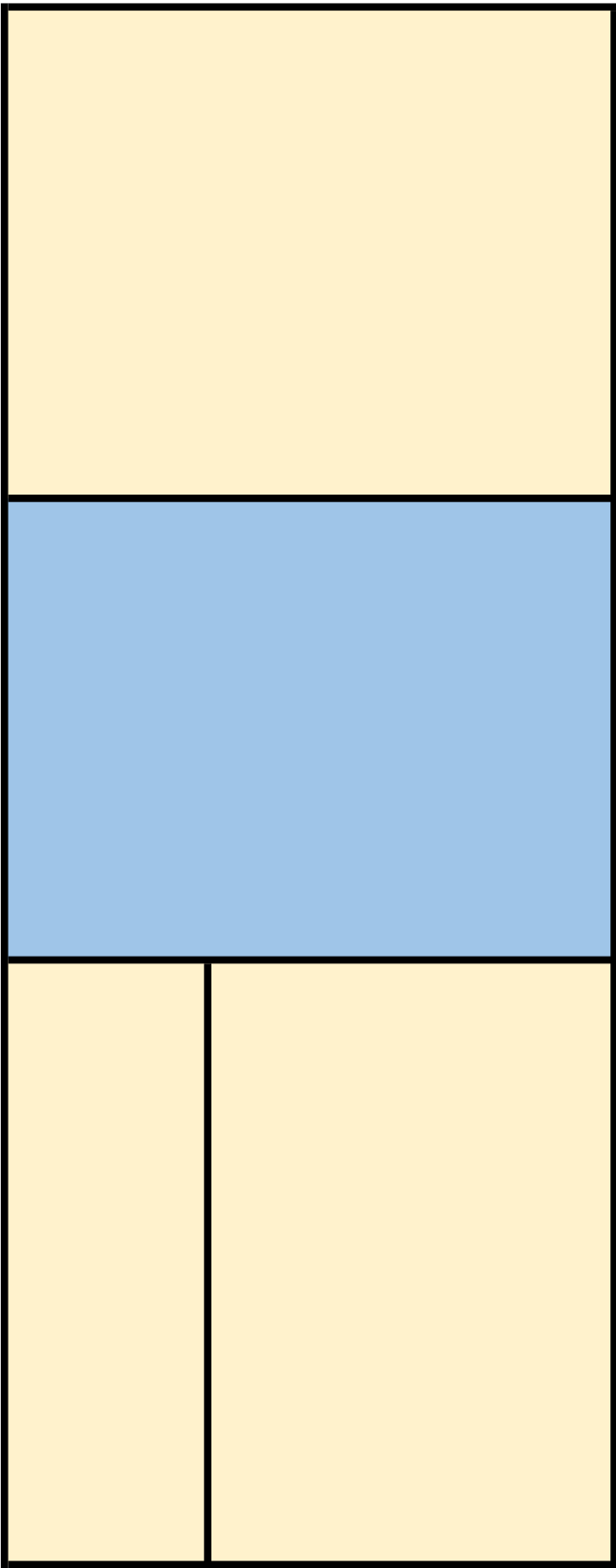
<i>Progress Notes</i>	<i>180 Day Activities 4/26/2021 to 6/7/2021</i>	<i>Progress Notes</i>
	<p>1.) Prepare staff for Zones implementation for 2021-22 school year. 2.) Counselors have training for staff on Zones of Regulation. 4.) Counselors monitor interventions for students from SDQ. 5.) Counselor's will prepare for SEL curriculum for 2021-2022 school year (break down lessons, timelines, etc). SEL plan with curriculum will be developed and ready for upcoming school year. Counselors will be ready to implement SEL training before the start of school.</p>	

	<p>Students submit 2021/22 course selections through Xello (If applicable). Tribe Time teachers assist with course selection process</p>	
	<p>1.) Tribe Time with school staff continues, 2.) Staff utilize previous Tribe Time Plan. 3.) Intervention groups adjusted as needed.</p>	
	<p>Counselors continue monthly communication with families on mental health topics and available supports</p>	

1. Teachers updating grades weekly and monitoring student progress 2.) Teachers making contacts with guardians and documenting in PLP 3.) Admin monitoring failure reports & PLP logs /counselors being notified of specific issues with students of concern 4.) Face to face follow up with non-compliant staff by admin 5.) Admin/YSC following up with guardians when admin or teachers cannot reach them 6.) staff being paid for academic detention scheduling students not making academic progress

KCWP #6

<i>Notes for the 21-22 School Year</i>
Goal is to have ready-to-use SEL program purchased



1.) Students who have not participated/completed Edgenuity courses/failed regular courses, will be assigned Summer School.

Big Idea #2 Provide a Safe and Healthy Culture

Annual Goal(s): 1. The schoolwide implementation of PBIS expectations will contribute to making GCHS a safer place for students, rewarding and recognizing students who meet or exceed expectations.

APPROACH

CORRESPONDING STATE GOAL AREA

Measures of Success: 1.) Transition Readiness Rate, 2.) Graduation Rate, 3.) Behavior Referral Data

Key Core Work Process Strategies

Funding: Title IV funds - PBIS, School funds - PBIS

	30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/2/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes	Notes for the 21-22 School Year	
Organization and Logistics	1.) Establish PBIS Committee 2.) First meeting with new membership held in September. 3.) Schedule Monthly Meetings	1.) Committee established 2.) September meeting held 3.) Monthly meetings scheduled for the school year	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) October & November meetings held	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) December meeting held	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) PBIS Committee meets monthly and reports to SBDM Council when requested.	1.) PBIS Committee meets monthly and reports to SBDM Council when requested. 2.) New membership recruited for 2021-22 school year.			
Staff Involvement and Information	1.) Communication with staff about membership, planning for return to in-person school at first faculty meeting 9/16. 2.) Information given for beginning of in-person school year, to teachers. This includes common lesson plans and schedule of classrooms going over expectations (prior to 9/28).	1.) PBIS information shared with staff 2.) Day 1 & Day 2 Lesson Plans shared with staff. 3.) Mr. Mattingly videos for expectations	1.) PBIS Committee to share data monthly with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.	1.) PBIS Committee shared data with Administration to share with faculty.	1.) PBIS Committee to share data monthly with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.	1.) PBIS Committee shared data with Administration to share with faculty.	1.) PBIS Committee to share data monthly with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.	1.) PBIS Committee shared data with Administration to share with faculty.	1.) PBIS Committee to share data monthly with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.	1.) PBIS Committee shared data with Administration to share with faculty.	1.) PBIS Committee to share data monthly with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.	1.) PBIS Committee shared data with Administration to share with faculty. 2.) PBIS team to address schoolwide trends; 3.) Mr. Mattingly and Administrators continue videos for expectations and share with staff through Communication Slides. Staff show to students during selected class hours.		
Staff Support	1.) Teacher Support in classrooms. Provided PBIS flowchart to all staff. Administrative support during extended NTL period. Classroom visits by Counselors to begin week of 9/28.	1.) PBIS flowchart shared with staff 2.) PBIS walkthrough schedule TBD	1.) Administrators identify teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identified teachers needing support with classroom management and refer Counselors to those teachers. 2.) Counselors reviewed walkthrough tool to be utilized with teachers.	1.) Administrators identify teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identified teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identify teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identified teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identify teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identified teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Administrators identify teachers needing support with classroom management and refer Counselors to those teachers. Teachers can also self-identify and ask for support. 2.) Counselors establish classroom management look-fors and conduct	1.) Leadership team identifies classroom management growth areas for the school and assesses need for PD to begin the next school year.		
Student Support	1.) PBIS Expectation communication with students to occur week of 9/28 through classrooms.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) Counselors meet with students individually as they are contacted by students.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) Counselors meet with students individually as they are contacted by students or parents	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.	1.) PBIS student expectations(BRAVE S Matrix & Braves Way) shared with students frequently throughout the year. 2.) Counselors meet with individual students and groups of students to reinforce expectations.			
Recognitions	1.) Rewards system explained to staff through first faculty meeting on 9/16. 2.) Rewards system explained to students through the first week of in-person classes starting 9/28. 3.) PBIS and rewards system information communicated to external public through Facebook page, school website and infinite campus.	1.) Rewards system not explained at a staff meeting 2.) Rewards/Incentives shared with students 3.) TBD	1.) 1st 9 weeks rewards and recognitions for students. 2.) PBIS rewards information communicated to external public through Facebook page, school website and infinite campus.	1.) 1st 9 week reward changed to raffle style for students that earned the Reward due to being on NTL. 2.) Raffle to be held on 12/4/20.	1.) 2nd 9 weeks rewards and recognitions for students. 2.) PBIS rewards information communicated to external public through Facebook page, school website and infinite campus.	1.) 1st 9 Week Reward Raffle held on 12/4/20.	1.) Plan for next rewards and recognitions.	1.) 3rd 9 weeks rewards and recognitions for students. 2.) PBIS rewards information communicated to external public through Facebook page, school website and infinite campus.	1.) 3rd 9 weeks rewards and recognitions for students. 2.) PBIS rewards information communicated to external public through Facebook page, school website and infinite campus.	1.) 3rd 9 weeks rewards and recognitions for students. 2.) PBIS rewards information communicated to external public through Facebook page, school website and infinite campus.	1.) 4th 9 weeks rewards and recognitions for students.			

Big Idea #2 Provide a Safe and Healthy Culture

Annual Goal(s): GCHS will introduce and implement the BRAVES Way throughout the 2020-2021 school year

APPROACH

CORRESPONDING STATE GOAL AREA

Key Core Work Process Strategies KCWP #6

Measures of Success: 1.) Transition Readiness Rate, 2.) Graduation Rate, 3.) School Attendance/Participation in NTI, 4.) Number of Behavior Referrals

Funding: School Funds as necessary

	30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes	Notes for the 21-22 School Year
Logistics and Organization	1.) BRAVES Way previously introduced to staff; reviewed through Communication slides and Faculty Meeting on 9/16. 2.) Students will be introduced to clubs/organizations/Career & Technical Student Organizations (CTSO's) by teachers and given the criteria for membership. 3.) Organize CCR Ceremony 4.) Senior Recognition, 5.) Pep Rallies, 6.) School Dances, 7.) Spirit Week, 8.) Parades (homecoming and recognition) 8.) Class T-Shirts	1.) Also introduced to students 2.) students join CTSO's, clubs, organizations Recruitment activities continue. Activities cancelled due to COVID-19	1.) BRAVES Way shared with students. 2.) students participate in CTSO's, clubs, etc. attend virtual Conventions and compete in related contests. Officers Elected and meetings are scheduled/held	Dues for CTSo's are paid to state and national affiliates. meetings, events, contests continue as scheduled. Switching to virtual Activities cancelled due to COVID-19	Continuing with the program of activities as possible using virtual means	participation is low due to virtual aspect. Activities cancelled due to COVID-19	Continue with program of activities and urge student involvement. Conduct local regional & state competitions		Continue with program of activities, contests, officer elections for 21-22. Develop Program of activities for 21-22		Continue with program of activities, contests, officer elections for 21-22. Develop Program of activities for 21-22. Student Recognitions: CCR, SUCCEED, Graduation		
Communication/Implementation with Staff:	1.) Staff encouraged to use BRAVES Way in their communication with students and families. Staff also encouraged to develop a BRAVES Way representation for their specific classroom and program. 2.) School staff plan to build rapport among staff through the school year, ex. (Fiesta Friday 9/4). Plan to continue throughout school year. 3.) As part of Perkins V	3.) Discussion of need for CTSO and implementation	1.) Staff encouraged to use BRAVES Way in their communication with students and families. Staff also encouraged to develop a BRAVES Way representation for their specific classroom and program. 2.) School staff to build rapport among staff through the school year,		1.) Revisit BRAVES Way with staff; Support staff in planning and implementing student activities		1.) Revisit BRAVES Way with staff; Support staff in planning and implementing student activities		1.) Revisit BRAVES Way with staff; Support staff in planning and implementing student activities		1.) Revisit BRAVES Way with staff; Support staff in planning and implementing student activities		

Communication and Implementation with Students:	1.) Plan for Leadership Council 2.) recruitment of students/ encourage involvement	2.) Introduction and implementation of CTSSO / Program of activities to students	1.) 10/9 - First Leadership Council Meeting. Purpose to address the question: What do you want the BRAVES Way to mean for students at GCHS?	1.) Meeting held week after originally planned. Survey sent out to students who were included	1.) 2nd meeting of Leadership Council; Leadership Council assists in revising BRAVES Way for students. Provides input on what they would like it to look like for Parents and Community. 2.) CTE teachers begin planning for Virtual program presentations for recruitment of incoming students.		1.) Leadership Council continues to meet throughout the school year. 2.) CTE teachers plan for Virtual program presentations for recruitment of incoming students.		1.) Leadership Council continues to meet throughout the school year.		1.) Leadership Council continues to meet throughout the school year. 3.) Career & college ready recognition Ceremony. CTE Ceremonies for recognition		
External Communication:	1.) BRAVES Way plan to communicate with families through various methods. 2.) Plan for seeking partnerships with local entities to promote BRAVES way. 3.) Plan for Mr. Mattingly to appeal to community through external communications, to show support for school/students/ sports teams, etc. 4.) utilize social media and other platforms to inform stakeholders of student activities/successes		1.) BRAVES Way plan to communicate with families through various methods. 2.) Plan for seeking partnerships with local entities to promote BRAVES way. 3.) Plan for Mr. Mattingly to appeal to community through external communications, to show support for school/students/ sports teams, etc.		1.) BRAVES Way rollout with parents for return after Christmas; virtual meeting of parents. 4.) Meeting w/ Mrs. Haley to develop social media and publicity plans for CTE programs to stakeholders 5.) development of CTE pathway advertisements for 8th grade recruitment and non-traditional enrollment		1.) Parent Advisory meeting. 5.) Plan for introducing CTE Pathways to 8th graders prior to scheduling		1.) Parent Advisory meeting		1.) Parent Advisory Meeting. 5.) Career & college ready recognition Ceremony. CTE Ceremonies for recognition		

Big Idea #3 Provide a High Quality Start

Annual Goal(s): 100% of teachers at GCHS will understand the purpose of

<p><i>30 Day Activities 8/26/2020 to 10/8/2020</i></p>	<p><i>Progress Notes</i></p>
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<p>Communication</p>	<p>1.) Making the Case for Instructional Protocol occurred on August 14th, PD Day #1. 2) Principal to attend all first CSI meetings (week of 10/5) to reiterate committment to and value of instructional protocol. 3. CTE Teachers' use of IP will be incorporated with CTE meetings and walkthrough data.</p>	<p>1). Complete 2). Schedule for week of 9/21 3.) Faculty Meeting on 10/6 - "The Why" behind the Instructional Protocol. 4. use of IP discussed as part of the evaluation process and professional growth plans</p>
<p>Teacher Support</p>	<p>Introduction to IP - New Teacher Support: 1.)Curriculum Specialists check-ins with New teachers to ensure understanding (Throughout September).</p>	<p>1). New teacher meetings scheduled for 2nd Wednesday of the month (Wednesday following faculty mtg) 2. Continue discussing ways to utilize IP in CTE meetings /post walkthrough data.</p>

Leadership Support

Protocol Partners: 1.) Formal process to begin in November. Leadership to plan in October.

Calibration of Administrators: 1.) Instructional Protocol expectations set with Leadership team 9/8. 2.) Administrators discuss common trends of informal instructional check-ins at Leadership Team Meetings on 9/15, 9/22 and 9/29. 3.) Administrators discuss trends from first formal walkthroughs starting 10/5

Share idea with staff during October 7th faculty mtg.

the Instructional Protocol. Teachers will all plan lessons with the Instructional Prot

CORRESPONDING STATE GOAL AREA

Measures of Success: 1.) Teacher Survey and Quiz results,

<p><i>60 Day Activities 10/12/2020 to 11/20/2020</i></p>	<p><i>Progress Notes</i></p>	<p><i>90 Day Activities 11/23/2020 to 1/21/2021</i></p>
<p>1.) Focus Book excerpts shared with staff through CSI process. 2.) Faculty Meeting on 11/5. Analysis of trends and weakest schoolwide component. 3.) CSI Meetings will cover Learning Targets and Success Criteria. 4.) Communication slides components: 2 glows and a grow, growing slide stack 5.) card for rock star walk through signed by team</p>	<p>1.) New Teacher Support on 10/14</p>	<p>1. Focus Book excerpts shared with staff through CSI process, building the "Why" behind the instructional protocol. Each Department gets a different focus. All others focus on the "Basic Elements of Effective Teaching". 2.) Faculty Meeting on 12/2 and 1/13 to address schoolwide trends; opportunities for staff to see colleagues in action.</p>
<p>1.) New teacher meeting 11/5. 2.) Index Cards for concerns brought about by walkthroughs. 3.) Reteaching IP through Google Classroom, Communication Slides, CSIs 4.) Faculty Meeting focus on 3 part LT 5.) Learning target samples, score, analyze, fix 6.) Hand out the one pager 7.) Formula for a learning target</p>	<p>postponed due to more immediate concerns</p>	<p>1.) Faculty Meeting 12/9 - success criteria/formative and independent practice. 2.) Introduction of John O'Connor material for staff; intent to increase student engagement, thinking, writing during Google Meets through use of breakout rooms. Teachers to be trained in breakout room use.</p>

<p>Protocol Partners: 1.) Formal process to begin in November. Leadership to plan in October. 2.) Index card system 3.) IP quiz 4.) 3 Part learning target activity (sort of expectations and analysis of non-examples, calibration of scoring) 5.) Resources in hands</p>	<p>1. Two weeks of partner walkthroughs complete with take-away discussions based on what we learned about the IP process 2. Formal walkthroughs have begun, weekly discussions about concerns documented on index cards that go to the next observer</p>	<p>1. Formal walkthroughs and weekly discussions about concerns documented on index cards that go to the next observer 2.) Prep for 12/9 Staff Meeting, APs presenting exit slip and Independent Practice</p>
<p>Calibration of Administrators continues as formal walkthroughs begin.</p>	<p>Weekly IP activity in leadership meetings 1. introduction of index card system 2. take-aways from partner walkthroughs 3. IP one pager and suggestions for use 4. putting descriptions to ratings</p>	<p>Calibration of Administrators continues in weekly Leadership Meetings.</p>

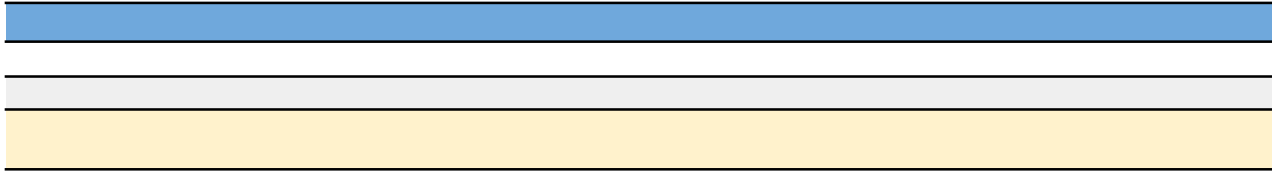
ocol in mind, by the end of the 2020-2021 school year.

APPROACH

2.) Teacher Planning Documents, 3.) Informal and Formal Observation, 4.) Data
Funding: None

<i>Progress Notes</i>	<i>120 Day Activities 1/22/2021 to 3/5/2021</i>	<i>Progress Notes</i>
	1. Focus Book excerpts shared with staff through CSI process, building the "Why" behind the instructional protocol. Each Department gets a different focus. All others focus on Learning Targets and Success Criteria. 2.) Faculty Meeting on 2/3 and 3/3 to address schoolwide trends; opportunities for staff to see colleagues in action.	
	1. Faculty Meeting - mini-lesson with think aloud, guided practice	

	<p>1. Formal walkthroughs and weekly discussions about concerns documented on index cards that go to the next observer</p>	
	<p>Calibration of Administrators continues in weekly Leadership Meetings.</p>	



Key Core Work Process Strategies

a from walkthroughs, calibration of leadership team.

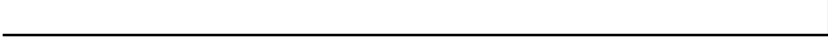
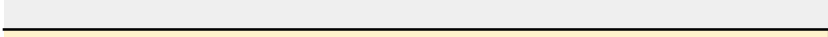
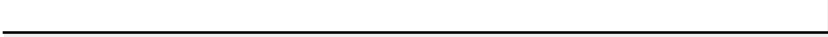
150 Day Activities 3/8/2021 to 4/23/2021	<i>Progress Notes</i>	180 Day Activities 4/26/2021 to 6/7/2021	<i>Progress Notes</i>
<p>1. Focus Book excerpts shared with staff through CSI process, building the "Why" behind the instructional protocol. Each Department gets a different focus. All others focus on Learning Targets and Success Criteria. 2.) Faculty Meeting on 4/14 to address schoolwide trends; opportunities for staff to see colleagues in action.</p>		<p>1. Focus Book excerpts shared with staff through CSI process, building the "Why" behind the instructional protocol. Each Department gets a different focus. All others focus on Learning Targets and Success Criteria. 2.) Faculty Meeting on 4/14 to address schoolwide trends; opportunities for staff</p>	
<p>1. Faculty Meeting - reflection and schema</p>		<p>1. Faculty Meeting - End of Year reflection</p>	

1. Formal walkthroughs and weekly discussions about concerns documented on index cards that go to the next observer

1. Formal walkthroughs and weekly discussions about concerns documented on index cards that go to the next observer

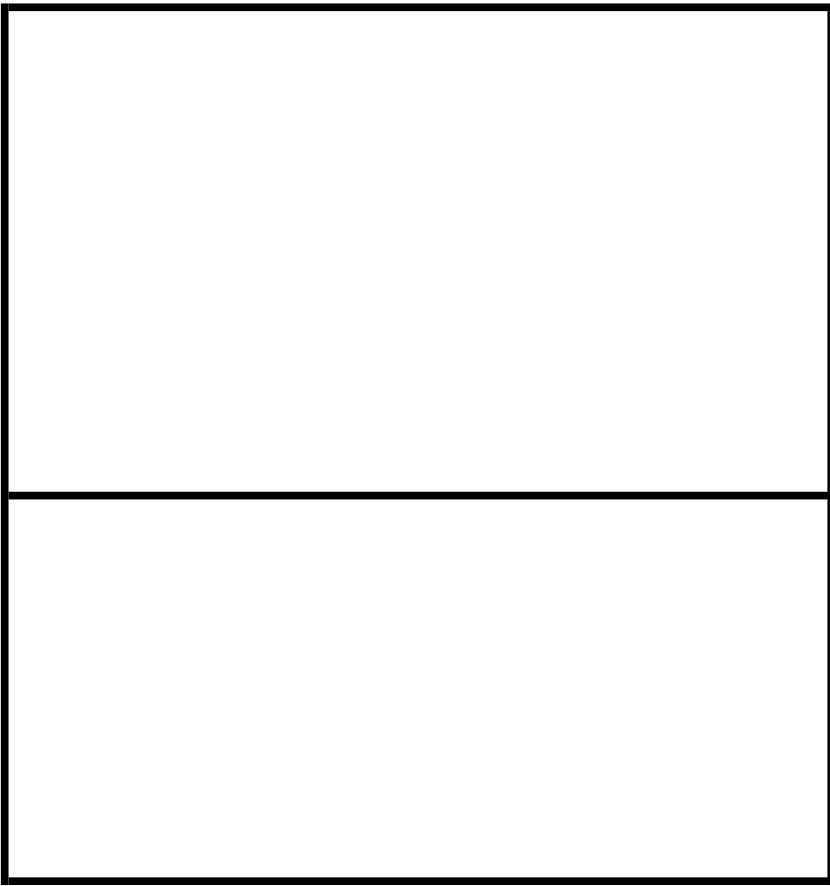
Calibration of Administrators continues in weekly Leadership Meetings.

Calibration of Administrators continues in weekly Leadership Meetings.



Notes for the 21-22 School Year

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Big Idea #3 Provide a High Quality Staff

Annual Goal(s): 1.) GCHS will provide a high quality staff through PD, effective

CORRESPONDING :

	30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020
Professional Learning	1.) GCHS Teachers Help Teachers page created 9/2, staff begin posting entries. 2.) Administrator check-ins yield informal data on how digital classroom PD has been utilized thus far, where growth is needed and how the PD can be supported throughout the year.	1) Not complete - need to revisit 2) Check-ins happening - results collected via NTI feedback, share at 9/22 leadership meeting	1.) GCHS teachers put into place virtual/in-person instruction, utilizing tools from PD and make adjustments
Support	CSI: 1.) Weekly CSI meetings to begin and Administrator roles assigned. 2.) Curriculum planning documents reviewed by Leadership Team 9/15.	Most CSIs meet weekly, some every other week. Every other week: English 2, Chemistry, English 4	Begin unit autopsies through CSI to insure that assessments and instruction are aligned to the depth of the standards being addressed.

Teacher Sup

<p>PDSA: 1.) Structure and Cycle of PDSA shared with staff and modeled by Administrative team. 2.) Staff to engage in PDSA by Departments through Department meetings in October.</p>	<p>On hold</p>	<p>Planning for PDSA rollout with staff</p>
<p>Department chairs Instructional Coaching: 1.) Administrators make appointments with staff to review self-reflections prior to writing PGP goals. 2.) PGP goals created and approved by 10/15.</p>		<p>1.) PGP goals written and complete for all teaching staff</p>

Leadership Support

Instructional Walkthroughs: 1.) Informal instructional check-ins (Google Meets) begin 9/8. Administrators communicate with teachers as necessary. 2.) Formal instructional check-ins (Google Meets) begin 9/14. Administrators give actionable feedback through in-person conversations. 3.) Administrators discuss common trends at Leadership Team Meetings on 9/15, 9/22 and 9/29. 4.) Formal instructional walkthrough process to begin the week of 10/5 utilizing walkthrough tool.

Partner walkthroughs for administrative team through October 6th to calibrate feedback

1.) Instructional Walkthroughs Continue, 2.) Administrators discuss common trends at leadership meetings; Curriculum Specialists lead Instructional Protocol learning for leadership.

PLCs and a process of PDSA which leads to continuous professional growth.

APPROACH

STATE GOAL AREA

Measures of Success: 1.) Instructional Walkthrough

Funding: None

<i>Progress Notes</i>	<i>90 Day Activities 11/23/2020 to 1/21/2021</i>	<i>Progress Notes</i>	<i>120 Day Activities 1/22/2021 to 3/5/2021</i>
<p>8/26-9/25 - Virtual (Whole School), 9/28-10/29 - Virtual Academy/Students In-Person, 10/30-1/4 - Virtual (Whole School)</p>	<p>1.) GCHS teachers put into place virtual instruction, utilizing tools from PD and make adjustments. 2.) Virtual instruction support delivered through google classroom modules. 3.) Planning for using John O'Connor material with teachers; training occurs. 4.) Plan to survey teachers to create a team that can share their virtual teaching expertise via optional google meets taught by teachers for teachers.</p>		<p>1.) GCHS teachers deliver virtual/in-person instruction, utilizing tools from PD and make adjustments.</p>
<p>English 3, Biology, Chemistry are conducting their own Unit Autopsies to ensure the quality of assessments and alignment to standards. Chemistry is more teacher led than the other two.</p>	<p>Continue unit autopsies during CSI to ensure that assessments and instruction are aligned to the depth of the standards being addressed.</p>	<p>CSI groups bring student work samples for team scoring to calibrate and discuss the expectations of students. CSI groups work to write quality 3 part learning targets in CSI. Assessments are taken and discussed by the group to insure that the standards are appropriately assessed and instructional opportunities can be indentified.</p>	<p>CSI Meetings continue weekly for most core content groups; bi-weekly for some; CTE and Electives to meet monthly.</p>

On hold	Planning for PDSA rollout with staff		PDSA within department groups
Formal observations put on hold	<p>1.) Virtual instruction observations discussed with staff.</p> <p>2.) First observation window opens, formal observations begin. Administrators complete pre-conferences and post-conferences with teachers</p> <p>3.) Teachers complete mid-year reflections; Mid-year check-ins with teachers occur</p>		<p>1.) Formal observations continue; 1st Window concludes, 2nd window begins. Administrators complete pre-conferences and post-conferences with teachers.</p>

<p>Utilize the index card system to add accountability for completing walkthroughs, more visual tracking of trends and issues, to track the frequency of walkthroughs per teacher, to easily regroup or reassign walkthroughs. Admin team given the "one pager" with ratings descriptions, list of descriptions for the 0, 1, 2 ratings. Completed a learning target activity where team was given poorly worded learning targets and asked to fix them.</p>	<p>1.) Instructional Walkthroughs Continue, 2.) Administrators discuss common trends at leadership meetings; Curriculum Specialists lead Instructional Protocol learning for leadership. 3.) Principal, APs and Curriculum Specialists participate in John O'Connor training.</p>	<p>3.) Planning to implement with teachers</p>	<p>1.) Instructional Walkthroughs Continue, 2.) Administrators discuss common trends at leadership meetings; Curriculum Specialists lead Instructional Protocol learning for leadership.</p>
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Key Core Work Process Strategies

Feedback, 2.) Feedback from staff

<i>Progress Notes</i>	<i>150 Day Activities 3/8/2021 to 4/23/2021</i>	<i>Progress Notes</i>	<i>180 Day Activities 4/26/2021 to 6/7/2021</i>	<i>Progress Notes</i>
	1.) GCHS teachers deliver virtual/in-person instruction, utilizing tools from PD and make adjustments.		1.) GCHS teachers deliver virtual/in-person instruction, utilizing tools from PD and make adjustments.	
	CSI Meetings continue weekly for most core content groups; bi-weekly for some; CTE and Electives to meet monthly.		CSI Meetings continue weekly for most core content groups; bi-weekly for some; CTE and Electives to meet monthly.	

	PDSA within department groups		PDSA within department groups	
	1.) Formal observations continue; 2nd window. Administrators complete pre-conferences and post-conferences with teachers.		1.) Formal observations conclude; 2nd window concludes. Administrators complete pre-conferences and post-conferences with teachers. 2.) Teachers complete end of year self-reflections; Administrators review self-reflections, PGPs and conduct Summative conferences	

	<p>1.) Instructional Walkthroughs Continue, 2.) Administrators discuss common trends at leadership meetings; Curriculum Specialists lead Instructional Protocol learning for leadership.</p>		<p>1.) Instructional Walkthroughs Continue, 2.) Administrators discuss common trends at leadership meetings; Curriculum Specialists lead Instructional Protocol learning for leadership.</p>	
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Notes for the 21-22 School Year

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