

Grant County High School Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Reading and Math Proficiency
Science and Social Studies Proficiency
Graduation Rate

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, and Apply Data Results
KCWP 5: Design, Align, and Deliver Support
KCWP 6: Establish Learning Environment and Culture

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	45.4	-6.8
State Assessment Results in science, social studies and writing	47.3	4.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	54.4	-0.7
Postsecondary Readiness (high schools and districts only)	85.8	7.4
Graduation Rate (high schools and districts only)	93.5	3.1

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

The Grant County High School Action Plan has also been uploaded to EProve. We use our action plan to monitor progress each month.

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.): By the end of the 23-24 school year, Grant County High School will increase reading proficiency from 30% to 40%. By the end of the 23-24 school year, Grant County High School will increase math proficiency from 26% to 35%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 GCHS will fully implement the PLC process and all supporting structures (including RtI) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and RtI data (Tier 2)</p>	<p>Codify a PLT/PLC structure (system) building-wide (KCWP 1,3,4,5)</p>	<p>Solution Tree Professional Learning for PLT/PLC Meeting Dates: 8/10/23, 10/2/2023, January 2024</p>	<p>Implementation of PLT as evidenced by PLT minutes and agendas (DuFour questions are the focus)</p>	<p>PLTs have set norms and are meeting weekly. Documentation has been created - agenda template, table for analyzing formative data, end-of-unit Google form for student reflection, and data tracking.</p> <p>English 1 and 2 are receiving targeted support through PLT time for standards-based instruction and assessment.</p> <p>Solution Tree conducted a site visit of the following PLTs on October 2nd - Algebra 1, Algebra 2, Geometry, English 2, and Govt/Civics. Feedback given.</p> <p>Data analysis training with Solution Tree on November 7th.</p>	<p>Fund 1, FLEX, ESS None needed</p>
		<p>Create a Guiding Coalition as the leadership team for PLT/PLC work. Guiding Coalition will identify "big rocks" for PD, PDSA the PLC system, and will lead the work of PLCs as the year progresses.</p>	<p>Guiding Coalition meeting minutes and agendas complete PLC system</p>	<p>The principal (or designee) leads Guiding Coalition meetings to ensure the focus is on the PLT/PLC process. Guiding coalition meets monthly. Guiding coalition topics - vision work, common vocabulary, vet PLC system</p>	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		GC meetings: 8/10, 8/23, 9/27, 10/25, 11/29, 2023 Planned for: 1/31, 2/29, 3/28, 4/24, 5/15, 2024			
		Update curriculum maps to include identification of priority standards and to ensure congruence of common formative and end-of-unit assessments	Updated curriculum maps	Created a unit plan template and folders for each core course, shared on back-to-school PD days. Core courses have identified priority standards and have named them in unit plans. Mid-year curriculum document audit (December 21, 2023) End-of-year curriculum document audit Continuous monitoring by Curriculum Specialists through weekly PLT process	
		Core courses will meet weekly to address the DuFour PLC questions.	Weekly agendas/minutes - PLT slides	At least one member of the administrative team will meet with each PLT weekly. Curriculum specialist will monitor curriculum documents through PLTs - Units 1-3 complete by November 30th. Must be linked to PLT slides	
	Implement Tiered Intervention with fidelity (MTSS) (KCWP 1,4,5)	Develop a Tier 2 implementation schedule and plan	A decrease in students who do not master standards as evidenced by retake data and grades increasing for all core courses Teacher surveys/feedback Written Tier 2 plan	Plan for Tier 2 shared with teachers through PLTs in August/September. All groups complete by September 11, 2023. Algebra 1 - Modeling Tier 2 team teaching - preventative Tier 2 in September. October 12th Contract Day - Met with teachers as a whole group to review Tier 2 expectations and Tier 2 impact on Saturday School.	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>Following have done Tier 2 team teaching model - Geometry, English 2, English 1, Biology, US History, PTESS. Curriculum Specialists are reflecting with groups in PLTs to refine system.</p> <p>Administrative team walkthroughs during Tier 2 time (this will take place second semester in February and in April)</p>	
		Develop a data analysis protocol that identifies students who did not master the priority standard(s) for each unit.	Completed data analysis templates	The Curriculum Specialist will monitor the implementation of data analysis protocol through weekly PLTs.	
Objective 2 Grant County High School will provide ongoing support for new teachers.	Conduct at least monthly training for new teachers	<p>New Tribe Member Meetings will take place monthly</p> <p>8/3, 9/6, 10/4, 2023 Planned - 1/10, 2/7, 3/6, 4/16, 2023</p>	Retention increase in new teachers	<p>Curriculum Specialists meet with new teachers monthly. Topics for Sept-December include: making parent communication, technology, instructional protocol, hot topics (what they are struggling with).</p> <p>A parking lot has been created for new teachers to drop in questions they have.</p>	
Objective 3 Grant County High School will use the Grant County Schools Instructional Protocol to ensure equitable, high-quality instruction in all classrooms by the end of the 23-24 school year as evidenced by Instructional Protocol walkthrough data.	Implement the Grant County Schools Instructional Protocol System with fidelity (KCWP 2,5)	<p>Train new teachers and provide support on components of high-quality instruction (LT with success criteria, activating schema, mini-lesson, guided practice, independent practice, and reflection)</p> <p>All new teachers have at least one classroom visit by September 15th. Appropriate coaching support provided based on classroom visit.</p>	Classroom visit data shows improvement in new teachers' classrooms	<p>The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. IP walkthroughs began the first week of September and will conclude the last week of April.</p> <p>Admin team rotates walkthrough schedules every 4 weeks.</p> <p>New teachers were trained on IP on 8/3/23, and whole staff IP training took place on 8/9/23.</p>	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide feedback to all teachers on the components of high-quality instruction (Instructional Protocol)	IP tool results	The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. Feedback is immediately sent through the IP tool. A face-to-face feedback session is completed as needed.	
	The administrative team will calibrate through instructional visits. (KCWP 2,5)	Analysis of IP data during weekly administrative team meetings	Documentation of admin team minutes/notes	The administrative team will meet weekly to review IP data and determine next steps for teachers who need support. Administrative team meetings are held on Monday mornings and Thursday afternoons. Calibration of feedback on 9/18. Analyzed LT data on 9/18. Guided Practice - October shift October focus for GP - Three questions created in admin team meeting - Are students doing the work? Are the questions we ask on grade level/ standards-based? Are teachers responding to formative data in the moment? Created "word bank" to ensure consistency of feedback.	
		Partner IP visits to calibrate at the beginning of the year.	IP tool results	Partnered in September for calibration of feedback.	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By the end of the 23-24 school year, Grant County High School will increase science proficiency to 20% By the end of the 23-24 school year, Grant County High School will increase social studies proficiency from 28% to 35% By the end of the 23-24 school year, Grant County High School will increase writing proficiency from 51% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 GCHS will fully implement the PLC process and all supporting structures (including RtI) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and RtI data (Tier 2)	Codify a PLT/PLC structure (system) building-wide (KCWP 1,3,4,5)	Solution Tree Professional Learning for PLT/PLC Meeting Dates: 8/10/23, 10/2/2023, January 2024	Implementation of PLT as evidenced by PLT minutes and agendas (DuFour questions are the focus)	PLTs have set norms and are meeting weekly. Documentation has been created - agenda template, table for analyzing formative data, end-of-unit Google form for student reflection, and data tracking. English 1 and 2 are receiving targeted support through PLT time for standards-based instruction and assessment. Solution Tree conducted a site visit of the following PLTs on October 2nd - Algebra 1, Algebra 2, Geometry, English 2, and Govt/Civics. Feedback given. Data analysis training with Solution Tree on November 7th.	Fund 1, Flex
		Create a Guiding Coalition as the leadership team for PLT/PLC work. Guiding Coalition will identify "big rocks" for PD, PDSA the PLC system, and will lead the work of PLCs as the year progresses. GC meetings: 8/10, 8/23, 9/27, 10/25, 11/29, 2023 Planned for: 1/31, 2/29, 3/28, 4/24, 5/15, 2024	Guiding Coalition meeting minutes and agendas complete PLC system	The principal (or designee) leads Guiding Coalition meetings to ensure the focus is on the PLT/PLC process. Guiding coalition meets monthly. Guiding coalition topics - vision work, common vocabulary, vet PLC system	
		Update curriculum maps to include identification of priority standards and to ensure congruence of common formative and end-of-unit assessments	Updated curriculum maps	Created a unit plan template and folders for each core course, shared on back-to-school PD days.	

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By the end of the 23-24 school year, Grant County High School will increase writing proficiency from 51% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>Core courses have identified priority standards and have named them in unit plans.</p> <p>Mid-year curriculum document audit (December 21, 2023)</p> <p>End-of-year curriculum document audit</p> <p>Continuous monitoring by Curriculum Specialists through weekly PLT process</p>	
		Core courses will meet weekly to address the DuFour PLC questions.	Weekly agendas/minutes - PLT slides	<p>At least one member of the administrative team will meet with each PLT weekly.</p> <p>Curriculum specialist will monitor curriculum documents through PLTs - Units 1-3 complete by November 30th. Must be linked to PLT slides</p>	
Objective 2 Grant County High School will provide ongoing support for new teachers.	Conduct at least monthly training for new teachers	<p>New Tribe Member Meetings will take place monthly</p> <p>8/3, 9/6, 10/4, 2023 Planned - 1/10, 2/7, 3/6, 4/16, 2023</p>	Retention increase in new teachers	<p>Curriculum Specialists meet with new teachers monthly. Topics for Sept-December include: making parent communication, technology, instructional protocol, hot topics (what they are struggling with).</p> <p>A parking lot has been created for new teachers to drop in questions they have.</p>	
Objective 3 Grant County High School will use the Grant County Schools Instructional Protocol to ensure equitable, high-quality instruction in all classrooms by the end of the 23-24 school year as evidenced by Instructional Protocol walkthrough data.	Implement the Grant County Schools Instructional Protocol System with fidelity (KCWP 2,5)	<p>Train new teachers and provide support on components of high-quality instruction (LT with success criteria, activating schema, mini-lesson, guided practice, independent practice, and reflection)</p> <p>All new teachers have at least one classroom visit by September 15th.</p>	Classroom visit data shows improvement in new teachers' classrooms	<p>The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. IP walkthroughs began the first week of September and will conclude the last week of April.</p> <p>Admin team rotates walkthrough schedules every 4 weeks.</p>	

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 By the end of the 23-24 school year, Grant County High School will increase writing proficiency from 51% to 55%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Appropriate coaching support provided based on classroom visit.		New teachers were trained on IP on 8/3/23, and whole staff IP training took place on 8/9/23.	
		Provide feedback to all teachers on the components of high-quality instruction (Instructional Protocol)	IP tool results	The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. Feedback is immediately sent through the IP tool. A face-to-face feedback session is completed as needed.	
		Analysis of IP data during weekly administrative team meetings	Documentation of admin team minutes/notes	The administrative team will meet weekly to review IP data and determine next steps for teachers who need support. Administrative team meetings are held on Monday mornings and Thursday afternoons. Calibration of feedback on 9/18. Analyzed LT data on 9/18. Guided Practice - October shift October focus for GP - Three questions created in admin team meeting - Are students doing the work? Are the questions we ask on grade level/ standards-based? Are teachers responding to formative data in the moment? Created "word bank" to ensure consistency of feedback.	
		Partner IP visits to calibrate at the beginning of the year.	IP tool results	Partnered in September for calibration of feedback.	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3: By the end of the 23-24 school year, Grant County High School will increase proficiency in reading for disability (IEP) gap group to 20%					
By the end of the 23-24 school year, Grant County High School will increase proficiency in math for disability (IEP) gap groups to 20%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 GCHS will fully implement the PLC process and all supporting structures (including Rtl) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and Rtl data (Tier 2)	Codify a PLT/PLC structure (system) building-wide (KCWP 1,3,4,5)	Solution Tree Professional Learning for PLT/PLC Meeting Dates: 8/10/23, 10/2/2023, January 2024	Implementation of PLT as evidenced by PLT minutes and agendas (DuFour questions are the focus)	PLTs have set norms and are meeting weekly. Documentation has been created - agenda template, table for analyzing formative data, end-of-unit Google form for student reflection, and data tracking. English 1 and 2 are receiving targeted support through PLT time for standards-based instruction and assessment. Solution Tree conducted a site visit of the following PLTs on October 2nd - Algebra 1, Algebra 2, Geometry, English 2, and Govt/Civics. Feedback given. Data analysis training with Solution Tree on November 7th.	Fund 1, Flex, ESS
		Create a Guiding Coalition as the leadership team for PLT/PLC work. Guiding Coalition will identify "big rocks" for PD, PDSA the PLC system, and will lead the work of PLCs as the year progresses.	Guiding Coalition meeting minutes and agendas complete PLC system	The principal (or designee) leads Guiding Coalition meetings to ensure the focus is on the PLT/PLC process. Guiding coalition meets monthly. Guiding coalition topics - vision work, common vocabulary, vet PLC system	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		GC meetings: 8/10, 8/23, 9/27, 10/25, 11/29, 2023 Planned for: 1/31, 2/29, 3/28, 4/24, 5/15, 2024			
		Update curriculum maps to include identification of priority standards and to ensure congruence of common formative and end-of-unit assessments	Updated curriculum maps	Created a unit plan template and folders for each core course, shared on back-to-school PD days. Core courses have identified priority standards and have named them in unit plans. Mid-year curriculum document audit (December 21, 2023) End-of-year curriculum document audit Continuous monitoring by Curriculum Specialists through weekly PLT process	
		Core courses will meet weekly to address the DuFour PLC questions.	Weekly agendas/minutes - PLT slides	At least one member of the administrative team will meet with each PLT weekly. Curriculum specialist will monitor curriculum documents through PLTs - Units 1-3 complete by November 30th. Must be linked to PLT slides	
Objective 2 Grant County High School will use the Grant County Schools Instructional Protocol to ensure equitable, high-quality instruction in all classrooms by the end of the 23-24 school year as evidenced by Instructional Protocol walkthrough data.	Implement the Grant County Schools Instructional Protocol System with fidelity (KCWP 2,5)	Train new teachers and provide support on components of high-quality instruction (LT with success criteria, activating schema, mini-lesson, guided practice, independent practice, and reflection) All new teachers have at least one classroom visit by September 15th. Appropriate coaching support provided based on classroom visit.	Classroom visit data shows improvement in new teachers' classrooms	The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. IP walkthroughs began the first week of September and will conclude the last week of April. Admin team rotates walkthrough schedules every 4 weeks. New teachers were trained on IP on 8/3/23, and whole staff IP training took place on 8/9/23.	

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By the end of the 23-24 school year, Grant County High School will increase proficiency in math for disability (IEP) gap groups to 20%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide feedback to all teachers on the components of high-quality instruction (Instructional Protocol)	IP tool results	The administrative team will conduct IP walkthroughs (at least three per person per week) and will provide feedback to teachers. Feedback is immediately sent through the IP tool. A face-to-face feedback session is completed as needed.	
	The administrative team will calibrate through instructional visits. (KCWP 2,5)	Analysis of IP data during weekly administrative team meetings	Documentation of admin team minutes/notes	<p>The administrative team will meet weekly to review IP data and determine next steps for teachers who need support. Administrative team meetings are held on Monday mornings and Thursday afternoons.</p> <p>Calibration of feedback on 9/18. Analyzed LT data on 9/18. Guided Practice - October shift October focus for GP - Three questions created in admin team meeting - Are students doing the work? Are the questions we ask on grade level/standards-based? Are teachers responding to formative data in the moment?</p> <p>Created "word bank" to ensure consistency of feedback.</p>	
		Partner IP visits to calibrate at the beginning of the year.	IP tool results	Partnered in September for calibration of feedback.	

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Implement EL Program with fidelity.	Ensure all training and screening takes place at the beginning of the year. (KCWP 5)	Complete back-to-school training.	Increase in ACCESS scores	These training sessions have been completed.	
	Create a monitoring plan for students who exited EL status. (KCWP 5)	Create individualized plans for students who have exited and communicate with families about the plan.		Individual student plans have been created and communicated with families.	
	Conduct newcomer classes with students who are new to the United States. (KCWP 5)	Create a schedule that provides pull-out instruction for newcomers several times per week.		Newcomer students meet daily with the EL teacher as part of the EL support plan.	
		Communicate with newcomer families to ensure clarity in EL program and services provided.		EL teachers regularly communicate with families to determine needs.	
	Collaborate with classroom teachers to ensure support is provided in core classes. (KCWP 5)	Meet at least monthly with newcomers' classroom teachers to ensure needs are being met.		Verbal communication has taken place several times between newcomers' classroom teachers and the EL teacher.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of the 23-24 school year, Grant County High School's Quality of School Climate and Safety Survey status score will increase from 54.4 to 62.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Grant County High School will implement an MTSS system including PBIS supports.	The PBIS committee will discuss ideas and implement the PBIS system. (KCWP 6)	The PBIS committee meets at least every other month to review PBIS data. October meeting – Trends in behavior December meeting – Plan second semester reteach for PBIS expectations. Student participation on PBIS committee	PBIS Committee minutes/agendas	Counselor facilitates PBIS meetings and provides data for review. First meeting on 8/10; discussed data input and tracking, ideas for student involvement. PBIS student committee - form sent out on 9/28, closes on 10/11, students notified on 10/17; student committee	YSC and Fund 1

Goal 5 (State your climate and safety goal.): By the end of the 23-24 school year, Grant County High School's Quality of School Climate and Safety Survey status score will increase from 54.4 to 62.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>chooses reward option for end of first quarter in October.</p> <p>October - Begin student of the month by teacher recommendation.</p> <p>11/7 Meeting - discussed trends (518 students met expectations).</p> <p>Signage will be updated in March to reflect the behavior expectations for 24-25; New branding initiatives will be discussed in March.</p>	
		<p>PBIS data will be monitored through Infinite Campus (0% category)</p>	<p>Infinite Campus grade book entries</p>	<p>The administrative team will monitor IC as part of their regular grade book monitoring plan.</p> <p>Switched to IC tracking on 7/31/23</p>	
	<p>Define Tier 2 and Tier 3 processes and identify metrics to be used. (KCWP 5,6)</p>	<p>School intervention team will meet to determine the process needed for Tier 2 and Tier 3 behavior intervention.</p>	<p>Written plan for Tier 2 and Tier 3 behavior intervention</p>	<p>PDSA at the end of the school year (May)</p> <p>School intervention team will meet in March to define Tier 2 and Tier 3 processes and identify matrices for 24-25</p> <p>The school intervention team meets monthly to monitor Tier 2 and Tier 3 data.</p>	
<p>Objective 2 Grant County High School will implement SEL and mental health supports for students.</p>	<p>An SEL program will be implemented school-wide.</p>	<p>Sources of Strength students will be placed in Tribe Time groups and will facilitate SEL lessons with freshmen and sophomores during this time.</p>	<p>Documentation of complete SEL lessons through Character Strong</p> <p>Reduction of negative behaviors reflected in</p>	<p>The FRYSC Director and Counselors partner to ensure the effective implementation of Character Strong and Sources of Strength.</p>	

Goal 5 (State your climate and safety goal.): By the end of the 23-24 school year, Grant County High School's Quality of School Climate and Safety Survey status score will increase from 54.4 to 62.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Character Strong lessons (discipline referrals).	Two teachers were trained to be SOS mentors. 50 student members identified and trained in August. September - Completed Suicide Prevention bulletin board, paired members and assigned them a freshman or sophomore Tribe Time SEL lessons, started planning for Red Ribbon Week. October - Peer to Peer Vape presentation,	
		Student leaders attended the NKU Youth Summit and the Anthony Munoz Leadership Seminar and implemented a community impact campaign.	10 student leaders attended the NKU Summit 16 student leaders attended the Anthony Munoz Seminar Complete community impact project	The FRYSC Director will monitor the project implementation. October - attended Anthony Munoz seminar, NKU Summit November - Community impact campaign work	
	ECAP will implement small group support for students. (KCWP 5,6)	Small groups include THC prevention/risks, Real Talk Tuesday, racial sensitivity, and behavior.	Small group schedule, attendance log	The ECAP director will facilitate small groups and monitor for efficacy. August - Developed curriculum for small groups September - began THC risk group and behavior group, Real Talk Tuesdays November - Racial Sensitivity Group	
Objective 3 Grant County High School will implement a process to ensure building safety is maintained	Monthly walkthroughs with the Director of Operations.	The school resource officer and principal (or designee) will meet monthly with the Director of	Calendar invites Notes on walkthrough items	The principal will monitor to ensure that safety walkthroughs are conducted and items are addressed.	

Goal 5 (State your climate and safety goal.): By the end of the 23-24 school year, Grant County High School's Quality of School Climate and Safety Survey status score will increase from 54.4 to 62.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Operations to conduct a safety walkthrough.		November - Exterior fobs installed, locks installed on gates. November - Still waiting on configuration for security camera access.	
	Hallway traffic will be monitored to determine if E-Hall Pass is needed (KCWP 6)	E-Hall pass will become operational after updates from technology for configuration.	TBD	Waiting on EHall Pass to be operational.	

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By the end of the 23-24 school year, Grant County High School will increase postsecondary readiness status from 85.8% to 88%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Grant County High School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school as evidenced by documentation of the SUCCEED plan for grades 9-12 and the senior defense success rate.	Develop a 9-12 plan for SUCCEED criteria (KCWP 1, 4,5,6)	Create digital portfolios for Grades 9-11.	Digital portfolios created by grade (Class of 2025, Class of 2026, Class of 2027)	This will be monitored by the GCHS Deeper Learning Grant Lead (Associate Principal).	Fund 1, FLEX, Various Grants
		Develop SUCCEED criteria for grades 9-11	Documentation of focus areas for each grade and samples of what each area looks like.	This will be monitored by the GCHS Deeper Learning Grant Lead (Associate Principal)	
		Continue to refine the senior defense process to enhance SUCCEED criteria.	100% pass rate for English 4 Seniors	The English 4 teacher will ensure all English 4 students have complete presentations for senior defense as part of English 4 coursework.	
		Implement SUCCEED Certificate plan for seniors	Increase the number of seniors receiving the certificate by 25% each year.	The Associate Principal facilitates this process.	
Objective 2 Grant County High School will refine processes for CTE students to ensure cohesiveness as evidenced by increased CTE course enrollments and pathway completions.	Refine existing CTE processes to ensure efficacy. (KCWP 5,6)	Establish a process for CTE Advisory Committee meetings. Meetings took place in late October/early November. Next meeting will be in the spring.	All CTE pathways have an effective Advisory Committee.	The Associate Principal monitors this process.	
		Create a student career planning process related to CTE pathways including Operation Preparation for incoming 9 th graders in the spring. Date TBD	All 8 th to 9 th grade students are individually counseled on CTE pathways and high school coursework.	The Associate Principal monitors this process. Counselors will partner with Grant County Middle School counselors to facilitate Operation Preparation.	
		CTE recognitions - showcase and cording	Increase in CTE pathway enrollments for 24-25. Increase in students who are corded in the spring recognition ceremony	The Associate Principal will monitor these processes and will analyze data by semester to ensure pathway enrollments are increasing.	

Goal 6 (State your postsecondary goal.): By the end of the 23-24 school year, Grant County High School will increase postsecondary readiness status from 85.8% to 88%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				The Associate Principal and Counselors partner to facilitate the cording ceremony in May.	
		Improve Work-Based learning process	Monitor student participation through identified criteria. Increase in students who participate in work-based learning. Site visits	The Associate Principal monitors this process.	
		CTE teachers will identify and assess priority standards. (KCWP 1,2,4)	CTE teachers will develop a list of priority standards for each course (Fall – introductory courses, Spring – advanced courses) CTE teachers will incorporate priority standards to verify placement in 24-25 courses.	Evidence of grade book documentation and student progress Teachers will reflect on and revise priority standards as needed each semester (Semester 1 – Jan/Feb)	
Objective 3 Grant County High School will increase the number of students who are enrolled in Dual Credit courses as evidenced by a comparison of number courses successfully completed from 22-23 to number of courses successfully completed in 23-24	Dual Credit enrollment and support processes will be refined to ensure student success. (KCWP 4,5,6)	Ensure student schedules permit adequate time to complete dual credit coursework in August and January	Increase in Dual Credit enrollments and successful completion of courses. Meeting agendas Check-in documentation	Counselors review the schedules to make sure students are placed properly.	Fund 1, Flex
		Host KHEAA informational meetings to ensure students are aware of and take advantage of scholarship opportunities. Meeting dates: 9/7/2023, February Date TBD		The Senior Counselor is responsible for hosting KHEAA meetings and ensuring all students have support when working on the KHEAA website.	
		Counselors will conduct dual credit student check-ins regularly. Fall –		The Senior Counselor meets with each student individually in the fall and in the	

Goal 6 (State your postsecondary goal.): By the end of the 23-24 school year, Grant County High School will increase postsecondary readiness status from 85.8% to 88%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		October, December and Spring – March and May		spring. For students who are not successful, the Senior counselor meets with them in December and May.	
		Host Dual Credit informational meetings in October and March for families.		The Senior Counselor is responsible for hosting these meetings.	

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By the end of the 23-24 school year, Grant County High School will increase the graduation rate from 93.3 to 100.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Grant County High School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school as evidenced by documentation of the SUCCEED plan for grades 9-12 and the senior defense success rate.	Develop a 9-12 plan for SUCCEED criteria (KCWP 1, 4,5,6)	Create digital portfolios for Grades 9-11.	Digital portfolios created by grade (Class of 2025, Class of 2026, Class of 2027)	This will be monitored by the GCHS Deeper Learning Grant Lead (Associate Principal)	Fund 1, Flex
		Develop SUCCEED criteria for grades 9-11	Documentation of focus areas for each grade and samples of what each area looks like.	This will be monitored by the GCHS Deeper Learning Grant Lead (Associate Principal)	
		Continue to refine the senior defense process to enhance SUCCEED criteria.	100% pass rate for English 4 Seniors	The English 4 teacher will ensure all English 4 students have complete presentations for senior defense as part of English 4 coursework.	
		Implement SUCCEED Certificate plan for seniors	Increase the number of seniors receiving the certificate by 25% each year.	The Associate Principal facilitates this process.	
Objective 2 Grant County High School will provide additional support for at-risk seniors as evidenced by an increase in the graduation rate.	Refine processes to support seniors who are at-risk for graduation.	<p>Completed senior graduation requirement documents to determine the students who have less than 16 credits and implement a support plan for these students. (August/September)</p> <p>First meeting with at-risk seniors 9/25 and 9/26/2023</p> <ul style="list-style-type: none"> -Tribe Time intervention -Every other month check-ins and goal-setting -Senior Support Teams (SSTs) during the second semester. 	<p>Increase in course completion for at-risk seniors</p> <p>Increased graduation rate</p>	<p>Senior Counselor is responsible for organizing support plans, check-ins, and also monitors grades regularly (at least quarterly) to ensure students are making progress.</p> <p>All administrators will have at least one SST student and will meet with students as needed (some weekly).</p> <p>Senior Counselor contacted parents on October 5-7 and will communicate with parents throughout the spring.</p> <p>ECAP Director, DPP, and Senior Counselor meet with ECAP students twice per year (September and March)</p>	

Goal 7 (State your graduation goal.): By the end of the 23-24 school year, Grant County High School will increase the graduation rate from 93.3 to 100.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding