



Action Plan 2023-2024

Grant County Middle School

Big Ideas		Corresponding State Goal	Measures of Success	Funding
Big Idea 1	High Quality Instruction	Proficiency; Gap; Science, SS, Writing	Increase in reading and math MAP and KSA Scores Instructional Visit/Walkthrough Data PLC/PLT- Performance on Common Assessments	MAP- District funded Read 180/System 44- ESS funded Read 180 Lead Stipend- SBDM funded
Big Idea 2	Safe and Healthy Culture	Proficiency; Gap; Science, SS, Writing; Quality of School Climate and Safety	Bi-weekly Attendance Team Meeting Daily Attendance Report	Attendance Incentives - YSC Funded and SBDM Funded Red Ribbon Week Materials - YSC Funded
Big Idea 3	Closing the Gap	Proficiency; Gap; Science, SS, Writing;	Instructional Visit data Weekly Admin Meetings PLC agendas/notes, performance on common assessments Student Growth on MAP Scores Feedback from Peer Learning Lab	Guest Teachers for Peer Learning Labs- District funded Teacher Perfect Attendance Incentives- YSC Funded and SBDM Funded

Green	Yellow	Red	Strikethrough
COMPLETE	IN PROGRESS	HAD TO BE MOVED OR HAVE NOT DONE IT YET	Abandoned

Grant County Middle School 2023-2024 Objectives (Based on Needs Assessment)

2024 Objectives	STATE ACCOUNTABILITY AREA	Key Core Work Processes
Grant County Middle School 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 end-of-unit assessments in all content areas, and RtI data.	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p> <p>EL Progress</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>
Grant County Middle School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>

State Required Accountability Targets

STATE ACCOUNTABILITY AREA	SPRING 2023 STATUS	SPRING 2023 CHANGE	2024 STATE GOALS	2027 STATE GOAL
State Assessment Results in Reading and Math	54.3	-1.1	By the end of the 23-24 school year, Grant County Middle School will increase combined proficiency in reading from 38% to 45%.	By the end of the 26 - 27 school year, Grant County Middle School will increase proficiency in reading to 55%.
State Assessment Results in Science, Social Studies, and Writing	45.4	-0.43	By the end of the 23-24 school year, Grant County Middle School will increase proficiency in Science from 20% to 30%.	By the end of the 26-27 school year, Grant County Middle School will increase proficiency in Science from 20.9% to 28%.
Achievement Gap - Students with Disability Reading and Math (proficient and distinguished)	29.5	6.2	By the end of the 23-24 school year, Grant County Middle School will increase combined proficiency in reading for students with IEPs from 16% to 25%.	By the end of the 26-27 school year, Grant County Middle School will increase proficiency in reading for students with IEPs to 35%.
English Learners	No Minimum N	No Minimum N	By the end of the 23-24 school year, all EL students will increase their ACCESS Composite by at least 0.5 points.	By the end of the 26-27 school year, all EL students will increase their ACCESS Composite by 1.5 or will move to monitoring status.
Quality of School Climate and Safety	63	-0.8	By the end of the 23-24 school year, Grant County Middle School will increase the Quality of School Climate and Safety status score from 63 to 70.	By the end of the 26-27 school year, Grant County Middle School will increase the Quality of School Climate and Safety status score to 80.

High Quality Instruction						
Big Rocks	July Activities 21 Days:	August Activities 20 Days	September Activities 20 Days	October Activities 19 Days	November Activities 18 Days	January Activities 20 Days
Instructional Protocol	<p>1. Plan what peer learning labs look like and scheduling times for teachers.</p> <p>2. Review IP feedback data to analyze schoolwide strengths and weaknesses</p>	<p>1. Group teachers into cadres</p> <p>2. Choose teacher leaders</p> <p>3. Share "model IP lesson" with teachers</p>	<p>1. Teacher Leads meeting needs to be scheduled.</p> <p>2. Meet with teacher leaders about what hosting a peer learning lab encompasses IP needs</p> <p>3. Determine teacher leader needs</p>	<p>1. First-peer learning-labs meet</p> <p>2. Highest need determined and focused on by cadres and admin team (based upon IP data)</p> <p>3. Communicate with Guiding Coalition - What PLL would you like to be a part of? Hosts?</p>	<p>1. Second-peer learning-labs meet</p> <p>2. Highest need determined and focused on by cadres and admin team (based upon IP data)</p> <p>3. Communicate with Guiding Coalition - What PLL would you like to be a part of? Hosts?</p>	<p>1. Meet with teacher leaders to reflect on first semester - Meeting Dec. 14th</p> <p>2. share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</p> <p>3. IP data shared at faculty meeting.</p> <p>4. PLL - IP invite teacher to host. (Use 1st semester IP data to determine who would most benefit from IP PLL)</p> <p>5. share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</p>
Progress Notes: Instructional Protocol						
PLCs						
Progress Notes: PLCs						

	<i>Big Rocks</i>	<i>February Activities 10 Days</i>	<i>March Activities 21 Days</i>	<i>April Activities 7 Days</i>	<i>May Activities 13 Days</i>
Instructional Protocol	<p>1. Review data from 1st semester walkthroughs to determine greatest need of IP work for remainder of year</p> <p>2. IP data shared at faculty meeting,</p> <p>3. Schedule PLL for IP</p> <p>4.share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</p>	<p>1. IP data shared at faculty meeting.</p> <p>2. Faculty meeting PD: Guided Practice and productive struggle.</p> <p>3. share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</p>	<p>1. IP data shared at faculty meeting.</p> <p>2. Faculty meeting PD: Independent Practice and productive struggle.</p> <p>3. share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</p>	<p>1. IP data shared at faculty meeting.</p> <p>2. Determine PLL for 24-25 school year</p> <p>3. System for checking that all resources are linked into curriculum map and shared to the appropriate stakeholders.</p>	<p>1. IP data shared at faculty meeting.</p> <p>2. Determine PLL for 24-25 school year</p> <p>3. System for checking that all resources are linked into curriculum map and shared to the appropriate stakeholders.</p>
Progress Notes: Instructional Protocol					
PLCs				<p>1. Determine Model PLT for PLL or video recording.</p> <p>2. Curriculum MAP update: Review CM with rubric to determine if adjustments were made after the December audit.</p> <p>3. PLTs will transition to new Agenda.</p> <p>4. Guiding Coalition - monthly meeting</p>	<p>1. Guiding Coalition - monthly meeting.</p> <p>2. Deeper Learning - Mentors review DL evidence and reflections with 8th grade students.</p> <p>3. Deeper Learning - 8th grade students prepare resumes</p>
					Progress Notes: PLCs

Safe and Healthy Culture						
Big Rocks	July Activities		August Activities		September Activities	
	21 Days	20 Days	21 Days	20 Days	19 Days	18 Days
PBIS Tier 2/Tier 3	<ul style="list-style-type: none"> 1. Develop PB training for CICO 2. Develop a training on interventions in classrooms (use playback created) 3. Look at PBIS data and how to tier students - contact PBIS Rewards to see if we can improve the way staff tracks student data 4. Update behavior discipline chart 5. Create a schedule to reteach student expectations throughout the school year 	<ul style="list-style-type: none"> 1. Discuss observations of student behavior at first PBIS Committee meeting 2. Discuss behavior discipline with staff during PD days 3. Meet with 7th & 8th grade students who had cop referrals from last school year 4. Share PBIS data during weekly admin meetings 	<ul style="list-style-type: none"> 1. Analyze behavior data from PBIS Rewards student points with PBIS Committee 2. Begin behavior CICO with student classified as Tier 2 or Tier 3 3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs 4. Have parent meetings with students who are struggling with behaviors in the classroom 5. Share PBIS data during weekly admin meetings 	<ul style="list-style-type: none"> 1. Analyze behavior data from PBIS Rewards student points with PBIS Committee 2. Continue behavior CICO with student classified as Tier 2 or Tier 3 3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs 4. Share PBIS data during weekly admin meetings 5. Work on plan with counselors to implement next semester students to Tier 3 6. Talk to committee about how to tighten Tier 1 up to help with other Tiers 	<ul style="list-style-type: none"> 1. Analyze behavior data from PBIS Rewards student points with PBIS Committee 2. Continue behavior CICO with student classified as Tier 2 or Tier 3 3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs 4. Share PBIS data during weekly admin meetings 5. Determine menu of strategies for recurring behavior issues to implement with Tier 2, & Tier 3 	<ul style="list-style-type: none"> 1. Analyze behavior data from PBIS Rewards student points with PBIS Committee 2. Continue behavior CICO with student classified as Tier 2 or Tier 3 3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs 4. Share PBIS data during weekly admin meetings 5. Implement next semester students to Tier 3 6. Talk to committee about how to tighten Tier 1 up to help with other Tiers
SEL/SE Notes: PBIS	<ul style="list-style-type: none"> 1. Trained teachers on Aug 14th on why and how to use CICO on PBIS Rewards to make changes on CICO; they are changing the ways they are tracking for teachers 2. Trained teachers on Aug 8th on behavior interventions during SEL training day 3. Called PBIS Rewards to make changes on CICO; they are changing the ways they are tracking for teachers 4. Updated - Behavior Matrix 5. Putting reteach videos on PBIS Agenda - PBIS/SEL Agenda 23-24 	<ul style="list-style-type: none"> 1. Was not able to meet during August; sent email to committee members to agree on PBIS party dates 2. Discussed behavior matrix during PD day on Aug 10th 3. Met with 6-8th grade students to talk about referrals from last year; going to continue to talk to them 4. Going to share info with SBDM - GCMS RTI Behavior 23-24 5. Going to discuss this data every admin meeting - PBIS Data 23-24 	<ul style="list-style-type: none"> 1. PBIS Committee Meeting on 9/11 after school - PBIS Committee Agenda 2023-2024 2. Discussed with PBIS Committee teachers about what students are showing difficult behaviors; not beginning CICO with any students just yet 3. PBIS Walkthrough Tool just created on 9/18 revising this before we start using it; using this teachers starting in November - GCMS Walkthrough Schedule 23-24 4. Met with one 6th grade student, zero 7th grade students, 2 8th grade students 5. Sharing info during admin meetings - discussing students who are having behavior issues; PBIS Data 23-24 and GCMS RTI Behavior 23-24 	<ul style="list-style-type: none"> 1. PBIS Committee Meeting on 9/10 after school - PBIS Committee Agenda 20... 2. Started several students on CICO for behavior RTI; having parent meetings before we start CICO so parents are on board - GCMS RTI Behavior 23-24 3. PBIS Walkthroughs began along with district personnel; 14 completed as of 10/23; may focus on 6th grade since 6th grade behavior is a problem 4. Reporting PBIS Data every week during the admin meeting - PBIS Data 23-24 	<ul style="list-style-type: none"> 1. PBIS Committee meeting on 11/15 after school - PBIS Committee Agenda ... 2. Tracking student behavior using PBIS Rewards CICO - GCMS RTI Behavior 23-24 3. 20 PBIS Walkthroughs completed as of 11/27; going to Tier Teachers that need more intervention for behavior management. 4. Reporting PBIS Data during every meeting and what was discussed during PBIS Committee meetings. 5. Counselor and instructional Coach attend RTI Conference in Sacramento 11/12-11/15. Had admin team take a self inventory survey on discipline beliefs. 	<ul style="list-style-type: none"> 1. Monitor use of E-Hallpass and discuss students who are consistently out of class 2. Teachers implementing CharacterStrong SEL lessons once weekly during 1st hour 3. Complete YouScience activities with students 4. Continue to monitor and alter PBIS/SEL agenda as needed. 5. Mentor Groups
SEL/SE Notes:	<ul style="list-style-type: none"> 1. Look at behavior data for this year and refer to IOP and/or therapy. 2. Look at new curriculum and lessons for SEL. 3. Full report of careers/interests of students from YouScience 	<ul style="list-style-type: none"> 1. SEL Presentations Aug 9 2. E-Hallpass training for staff 3. Implement new SEL lessons twice weekly 4. Have students log in to YouScience and complete student profiles 	<ul style="list-style-type: none"> 1. Monitor use of E-Hallpass and discuss students who are consistently out of class 2. Teachers implementing CharacterStrong SEL lessons twice weekly during 1st hour 3. Complete YouScience activities with students 	<ul style="list-style-type: none"> 1. Monitor use of E-Hallpass and discuss students who are consistently out of class 2. Teachers implementing CharacterStrong SEL lessons once weekly during 1st hour 3. Complete YouScience activities with students 4. Continue to monitor and alter PBIS/SEL agenda as needed. 5. Mentor Groups 	<ul style="list-style-type: none"> 1. Monitor use of E-Hallpass and discuss students who are consistently out of class 2. Teachers implementing CharacterStrong SEL lessons once weekly during 1st hour 3. Complete YouScience activities with students 4. Continue to monitor and alter PBIS/SEL agenda as needed. 5. Mentor Groups 	<ul style="list-style-type: none"> 1. Monitor use of E-Hallpass and discuss students who are consistently out of class 2. Teachers implementing CharacterStrong SEL lessons once weekly during 1st hour 3. Complete YouScience activities with students 4. Continue to monitor and alter PBIS/SEL agenda as needed. 5. Mentor Groups
Progress SEL/TICE Notes:	<ul style="list-style-type: none"> 1. Notes were sent home with kids for approval to join small groups with KS 2. Small groups begin after school-wide suicide prevention 3. Most students completed their profiles and will continue working on them. 	<ul style="list-style-type: none"> 1. Notes were sent home with kids for approval to join small groups with KS 2. Small groups begin after school-wide suicide prevention 3. Most students completed their profiles and will continue working on them. 	<ul style="list-style-type: none"> 1. Notes were sent home with kids for approval to join small groups with KS 2. Small groups begin after school-wide suicide prevention 3. Most students completed their profiles and will continue working on them. 	<ul style="list-style-type: none"> 1. E-hallpass print out for NKU team of all students (most e-hallpasses to least) 2. CharacterStrong SEL Lessons starts on 9/18(lesson 1) and 9/25(lesson 2), 1 lesson a week broke into two days each week. 3. Most students have completed profile doc with students top interests and aptitudes. Will use these for groups for our community volunteers. 4. PBIS/SEL agenda is updated weekly with SEL lesson from CharacterStrong and Red Ribbon Week. 5. Mentoring groups started. We have 32 mentors for our program. YouScience data was used to place students in groups based on aptitude. 	<ul style="list-style-type: none"> 1. Teachers and students are using e-hall pass diligently. 2. CharacterStrong SEL Lessons 10/2(Lesson 3), 10/9(Lesson 4), 10/16(Lesson 5), and 10/30(Lesson 6). Teachers will complete 1 lesson a day. 3. Most students have completed their YouScience profile and community member groups have been formed. These groups meet during 1st hour once a month with their mentor. YouScience student reports are also being used for IEP and 504 meetings. 4. PBIS/SEL agenda is updated weekly with SEL lesson from CharacterStrong and Red Ribbon Week. 5. Mentoring groups started. We have 32 mentors for our program. YouScience data was used to place students in groups based on aptitude. 	<ul style="list-style-type: none"> 1. Teachers and students are using e-hall pass diligently. 2. CharacterStrong SEL Lessons Assembly, and Source of the Month. 3. PBIS/SEL agenda is updated weekly with SEL lessons from CharacterStrong - Veteran's Day 4. Mentor groups are continuing. Mentors are doing "Get to know you" activities with those students. 5. Teachers and students are using e-hall pass diligently.

	Big Rocks	March Activities <i>21 Days</i>	April Activities <i>17 Days</i>	May Activities <i>13 Days</i>
PBIS Tier 2/Tier 3	<p>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee.</p> <p>2. Continue behavior CICO with student classified as Tier 2 or Tier 3.</p> <p>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</p> <p>4. Share PBIS data during weekly admin meetings</p>	<p>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee.</p> <p>2. Continue behavior CICO with student classified as Tier 2 or Tier 3.</p> <p>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</p> <p>4. Share PBIS data during weekly admin meetings</p>	<p>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee</p> <p>2. Continue behavior CICO with student classified as Tier 2 or Tier 3</p> <p>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</p> <p>4. Share PBIS data during weekly admin meetings</p>	
Progress Notes: PBIS				<p>1. Monitor use of E-Hallpass and discuss students who are consistently out of class</p> <p>2. Teachers implementing CharacterStrong SEL lessons once weekly during 1st hour.</p> <p>3. Continue to monitor and alter the PBIS/SEL agenda as needed.</p> <p>4. Mentor Groups</p>

Progress
Notes:
SEL/TCE

GCMS 2023-2024 Action Plan

Big Rocks	July Activities	August Activities	September Activities		October Activities		November Activities		December Activities		January Activities		February Activities		March Activities		April Activities		May Activities	
			# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days	# Weeks	# Days
Tier 2	1. Continue to reach out to the community to find potential volunteers (Aug. 1st-3rd). 2. Meet with volunteers (Aug. 1st-3rd). 3. Share our Science data to place students on membership teams. 4. Review our Science data to place students on membership teams. 5. PLC coalition present PD on PLC-Unit Standards, Common Assessments, Data Analyses and Tier 2 Interventions.	1. Finalize schedule for memberships (Aug. 1st-3rd). 2. Create tentative volunteer schedule.	1. Community based membership begins (Aug. 1st-3rd).	1. On going - tier 2 groups Tuesday/Thursday 2. Begin Workthroughs for tier 2 Workshops - Periodically making focus on grade level. Review KRTN grade level RIT, split into grade level. 3. Set 11-15 Implementer. Tier 2 groups during first hour (based on CA data), Guiding Coalition	1. On going - tier 2 groups Tuesday/Thursday 2. Begin Workthroughs for tier 2 Workshops - Periodically making focus on grade level. Review KRTN grade level RIT, split into grade level. 3. Develop "Look-For's" for Tier II workshops Guiding Coalition	1. Solution Tree - Training/ Workshops for Tier 2 Workshops - Periodically making focus on grade level. Review KRTN grade level RIT, split into grade level. 2. Grade level RIT analysis 1st Hour. 3. Survey - get Teacher Feedback.	1. Solution Tree - Training/ Workshops for Tier 2 Workshops - Periodically making focus on grade level. Review KRTN grade level RIT, split into grade level. 2. Grade level RIT analysis 1st Hour. 3. Survey - get Teacher Feedback.	1. MAP assessment 12/6 and 12/8. 2. Data analysis of MAP for RTI groups.	1. MAP assessment 12/6 and 12/8. 2. Data analysis of MAP for RTI groups.	1. Implementation of Tier II plan across teams. 2. Start creating a documents for full school Tier II	1. Implementation of Tier II plan across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Survey teachers - feedback regarding Tier II implementation across teams. 2. Start creating a documents for full school Tier II	1. Staff survey to close out the year to see what improvements we can make to our Tier II	1. Staff survey to close out the year to see what improvements we can make to our Tier II	
Progress Notes: Tier 2	1. Students are completing You Science questions. 2. PD successfully presented. 3. PLT Plan Workshops Tim and Thor based on CA data. Groups will be Mastery Proficiency, Limited Not Yet. No evidence of learning. All contents have worked through boasting priority standards, these remain in draft form.																			
Attendance																				
Progress Notes: Attendance																				
English Learner Progress																				
Newcomer Progress																				
English Learner Progress Notes																				

	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Give teacher postcards for favorite items 5. Bus tour around the community 6. Teacher get to know you activity	1. Task to community businesses – Community Businesses – ④ Bought birthday postcards for teachers and we are going to send them favors ⑤ Candy bar	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Give teacher postcards for favorite items 5. Bus tour around the community 6. Teacher get to know you activity	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	1. Inputting items in the Teacher Rewards store 2. Sign star birthday cards during the autumn meeting of each month, gave to teacher 3. Attendance team meeting 4. Staff Potluck 5. Sunshine Cart	
Staff Culture											
Progress Notes:	1. Sent letters to community businesses – ④ Bought birthday postcards for teachers and we are going to send them favors ⑤ Candy bar	1. Ensure each classroom has a store (share items to use during PD day) 2. Purchase items from Braves Barn and teacher stores 3. Teachers completed green out	1. Put items in teacher store; most popular are pop and snacks 2. Teacher birthday postcards given to students 3. Teacher postcards given out	1. Meetings - 10/5. Talked about high flyers. Divided up by grade levels, made calls to M/L WR, CMC, and TOTS printed last week. 2. Staff Potluck 11/17 3. Staff Potluck 12/2 4. Staff Potluck 1/22	3. Nov. 7- 4 attendance home visits. Documented in IC.						
PBIS Title 1											
Progress Notes:	1. Talk to community businesses to get recurring donations for students 2. Share learning sessions for teachers 3. Purchase and organize items for the Braves Barn 4. Meet with PBIS Committee during PD day 5. Schedule student courses at 4th and 5th hour humanists class	1. Shared ideas for PBIS store on Aug 14th 2. Items purchased from Walmart have been put up 3. Items purchased from Walmart have been put up 4. Items purchased from Walmart have been put up 5. Items purchased from Walmart have been put up 6. Items purchased from Walmart have been put up 7. Items purchased from Walmart have been put up	1. Items purchased from Walmart have been put up 2. Items purchased from Walmart have been put up 3. Items purchased from Walmart have been put up 4. Items purchased from Walmart have been put up 5. Items purchased from Walmart have been put up 6. Items purchased from Walmart have been put up 7. Items purchased from Walmart have been put up	1. Items purchased from Walmart have been put up 2. Items purchased from Walmart have been put up 3. Items purchased from Walmart have been put up 4. Items purchased from Walmart have been put up 5. Items purchased from Walmart have been put up 6. Items purchased from Walmart have been put up 7. Items purchased from Walmart have been put up	6. White Green River made, sent to teachers to share in newsletter, weekly, flyer hung around school.						
SEL/ICE											
Progress Notes:	1. Sent out donation letters to businesses and community businesses 2. Trained teachers on Aug 14th 3. Items for Braves Barn are for PBIS Reward data shared at PBIS Rewards 4. Was not able to meet but emailed committee members 5. Students have been scheduled	1. Continue to monitor and after the PBISSEL agenda as needed. 2. Continue to develop lessons that will align with PBISSEL topics. Weekly PBISSEL lessons based on monthly guidance lesson topic - Mondays and Wednesdays 3. Attendance Challenges 4. Sources of Strength 5. Monthly Guidance Lessons	1. Continue to monitor and after the PBISSEL agenda as needed. 2. Continue to develop lessons that will align with PBISSEL topics. Weekly PBISSEL lessons based on monthly guidance lesson topic - Mondays and Wednesdays 3. Attendance Challenges 4. Sources of Strength 5. Monthly Guidance Lessons	7. Winter Green Drawing 12/20 1. Continue to monitor and after the PBISSEL agenda as needed. 2. Continue to develop lessons that will align with PBISSEL topics. Weekly PBISSEL lessons based on monthly guidance lesson topic - Mondays and Wednesdays 3. Attendance Challenges 4. Sources of Strength 5. Monthly Guidance Lessons							

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve acceleration, meaningful, and sustainable increases in student achievement for underperforming subgroups?

22-23 Response: Systems Work Training - The Grant County Middle School administrative team has completed systems training through Jim Shipley and Associates. The Shipley model marries the Badridge Performance and Organizational Best Practices that Support Continuous Improvement with practical applications for the school level. As part of systems work, GCMS has systems that are specific to instruction, special education, MTSS, counseling, and literacy. These systems provide consistency for delivery of instruction and intervention which promotes equity among all students, including our special education population. Specifically, the GCMS Special Education System lines out expectations for IEP goals, LRE, progress monitoring, and ARCs. For LRE, the system requires that school schedules are structured in a way that ensures special education students have an opportunity for resource instruction while not being pulled during grade-level content instruction. There is also a provision for co-teaching in the GCMS Special Education System that requires all teachers to be trained in co-teaching strategies.

23-24 Response: Grant County Middle School I is continuing systems work throughout the 23-24 school year. A representative from Jim Shipley and Associates trained the entire administrative team on Systems work in September 2023. This work was district-level work with the expectation that systems work continue in each school. The principal also attended KDE's Systems Work training in December 2023 to ensure complete clarity on how to fully implement systems effectively. Currently systems are under review as part of the PDSA process. Critical systems include the PLC system and the MTSS system (which is currently under revision at the district level). The GCMS administrative team will continue to use the Grant County Schools Instructional Protocol system to ensure high-quality instruction. As part of the system, each administrator conducts at least three IP visits per week and provides teachers with actionable feedback. New learning has been layered on the instructional protocol. In December, the administrative team is focusing on productive struggle within the guided and independent practice components of the protocol. In the spring, literacy will also be layered as part of our work to improve the quality of actionable feedback given to teachers through weekly walkthroughs. The IP system requires that teachers use the high-quality, research-based components of highly effective instruction focused on learning targets with success criteria. The administrative team regularly calibrates to ensure feedback is actionable and focused so that teachers can improve instructional delivery.

22-23 PLC Training and Implementation - Grant County Middle School will function as a Professional Learning Community (PLCs), emphasizing data analysis as part of our ongoing efforts to improve instructional practice. All grade-level content teachers and special education teachers will participate as part of a Professional Learning Team. A portion of weekly collaborative meetings will focus on how students with IEPs are performing in math and reading. In the fall of 2022, a Grant County Middle School team of administrators and teacher leaders attended the PLC at Work Conference presented by Solution Tree. The Principal, Curriculum Specialist, and two math teachers are the leading PLC work at GCMS and using Learning by Doing as the core text for training teachers. This work involves building clear expectations for Professional Learning Teams and identifying essential standards. Teams will develop a protocol for data analysis that pinpoints specific skills that are needed for each content area. Once specific skills are identified, an intensive intervention plan becomes more focused and efficient for all students, including our special education students. The leadership team will provide training for all teacher teams and will guide the work of PLC by providing structured time to analyze data and collaborate with a focus on student learning and improving instruction.

Additionally, a team from Grant County Middle School will visit the PLC Hub School recommended by KDE. The visit will take place in December 2022. **23-24 Response:** The PLC system reflects new learning around Solution Tree's PLC and RTI model. GCMS administrators are actively participating in the PLC/PLT process. A Guiding Coalition has also been developed to ensure teacher voice as improvements are made to the process. The Guiding Coalition is the leadership team that guides PLC work at the building level. GCMS's Guiding Coalition did a deep-dive book study on Learning By Doing in Spring 2023 and facilitated comprehensive staff training at the beginning of the school year. All teachers are part of a PLT and meet weekly to address at least one of the four Dufour PLC questions. Protocols and systems are in place for PLTs. As part of PLC process, GCMS is doing extensive work on unit planning in 23-24 and will have high-quality unit plans in place by the end of the school year that include priority standards identification, standards-based learning targets with success criteria, common formative and end-of-unit standards-based assessments, pacing, and instructional materials links.

The GCMS Curriculum Specialist and a School Counselor attended the RtI at Work Institute in November 2023. This training provided clarity on how to implement tiered interventions and extensions for priority standards. The full administrative team is participating in a book study for the RTI process ("Taking Action) and has set goals for improving the PLC/PLT process at Grant County Middle School. As part of the refinement of the process, PLTs have set norms, including a data analysis protocol, to ensure data is being analyzed in a timely manner. Tier 2 Intervention/extension focuses on priority standards that were identified for each content area. Tiers are value-added in the Solution Tree model, which means that students who have learning gaps will receive the support they need in addition to Tier 1 core instruction. The end-of-year goal is to have fully implemented PLTs that collectively commit to intervening and extending learning for all students through a systemic and systematic PLC process.

GCMS teachers and administrative representatives visited Pulaski County in February 2023.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

22-23 Response: Co-Teaching - Grant County Middle School will implement co-teaching in all reading and math collaborative classrooms. Co-teachers will focus on a few specific strategies - station teaching, parallel teaching, and team teaching. Teachers will be provided with ongoing professional development, including instructional coaching. Feedback will be provided to co-teachers through classroom observations by the GCMS administrative team. Special education co-teachers are assigned to a grade-level team to ensure consistency and serve students in both the English Language Arts classroom and the math classroom. Co-teaching will allow for students to receive on grade level instruction alongside their peers with support in the general education classroom. If differentiated instruction is needed, co-teachers will adjust instruction to allow for multiple entry points to serve diverse learning needs.

23-24 Response: Co-teaching continues to be a focus for GCMS. Two Co-Teaching Peer learning labs were held in March 2023 and included all co-teachers. The PLLs were hosted in Math and ELA so that teachers had the opportunity for critical learning in both areas. Co-teaching is an expectation for all teachers at GCMS and is monitored through instructional protocol walkthroughs. After KSA data was released, the GCMS Curriculum Specialist and Principal did a deep-dive analysis of students with IEPs to determine the next steps. They will do this same activity with co-teachers in January. In December of 2022 representatives from GCMS went to Pulaski County High School for a HUB school visit. The team brought back some important information to implement at GCMS.

[**PLC Training** \(See detailed response above\)](#)

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

[**PLC Implementation and Training** \(See detailed response above\)](#)

[**Systems Work Implementation and Training** \(see detailed response above\)](#)

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

22-23 Response: Instructional Protocol (Explicit Direct Instruction) - Grant County Middle School implements an instructional protocol based on the Gradual Release of Responsibility model (I do, we do, you do) and Mike Schmoker's Focus work. As part of this instructional model, explicit direct instruction is provided through a series of instructional moves that include teacher modeling/think aloud, guided practice, and independent practice. In a typical daily lesson, students are specifically informed of the strategies they will be using for the day's lesson, provided an opportunity to activate their schema, provided with a mini-lesson that includes teacher modeling/think aloud, and given time to productively struggle and discuss content with their peers in small groups through guided practice. Guided practice includes structures that require students to think deeply, process learning, and reason through their thinking with peers. Students are then given time to practice independently before they reflect and demonstrate their learning for the day. This process will be used in classrooms to implement the specific reading comprehension strategies mentioned in the practice guide - finding the central idea, summarizing, asking and answering questions - along with other comprehension strategies. Special education students will receive instruction alongside their grade-level peers and will also receive specially designed instruction in comprehension strategies that is delivered through explicit direct instruction.

23-24 Response: Grant County Middle School will continue to implement the instructional protocol. This year's focus is to continue improving the quality of success criteria with the learning target along with think-alouds during the mini lesson. The administrative team is engaging in new learning around productive struggle in December and January so that student work time (guided and independent practice) feedback is actionable and high-quality. New learning will take place in early spring around literacy so that literacy-focused actionable feedback can be given to teachers during weekly instructional visits.

PLC Implementation and Training (see detailed response above)