

**Action Plan  
2023-2024**



**Grant County Middle School**

Big Ideas	Corresponding State Goal	Measures of Success	Funding
<b>Big Idea 1</b>	High Quality Instruction	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
<b>Big Idea 2</b>	Proficiency; Gap; Science, SS, Writing	Bi-weekly Attendance Team Meeting Daily Attendance Report	Attendance Incentives - YSC Funded and SBDM Funded Red Ribbon Week Materials - YSC Funded
<b>Big Idea 3</b>	Proficiency; Gap; Science, SS, Writing; Quality of School Climate and Safety	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
	Closing the Gap		

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><b>State Assessment Results in Reading and Mathematics</b></p> <p><b>State Assessment Results in Science, Social Studies and Writing</b></p> <p><b>Achievement Gap</b></p> <p><b>EL Progress</b></p>	<p><b>KCWP 1: Design and Deploy Standards</b></p> <p><b>KCWP 2: Design and Deliver Instruction</b></p> <p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p> <p><b>KCWP 4: Review, Analyze, and Apply Data Results</b></p> <p><b>KCWP 5: Design, Align, and Deliver Support</b></p> <p><b>KCWP 6: Establish Learning Environment and Culture</b></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><b>State Assessment Results in Reading and Mathematics</b></p> <p><b>State Assessment Results in Science, Social Studies and Writing</b></p> <p><b>Achievement Gap</b></p>	<p><b>KCWP 1: Design and Deploy Standards</b></p> <p><b>KCWP 2: Design and Deliver Instruction</b></p> <p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p> <p><b>KCWP 4: Review, Analyze, and Apply Data Results</b></p> <p><b>KCWP 5: Design, Align, and Deliver Support</b></p> <p><b>KCWP 6: Establish Learning Environment and Culture</b></p>

## State Required Accountability Targets

STATE ACCOUNTABILITY AREA	SPRING 2023 STATUS	SPRING 2023 CHANGE	2024 STATE GOALS	2027 STATE GOAL
<b>State Assessment Results in Reading and Math</b>	54.3	-1.1	<p>By the end of the 23-24 school year, Grant County Middle School will increase combined proficiency in reading from 38% to 45%</p> <p>By the end of the school year, Grant County Middle School will increase combined proficiency in math from 34% to 44%</p> <p>By the end of the 23-24 school year, Grant County Middle School will increase proficiency in Science from 20% to 30%.</p>	<p>By the end of the 26 - 27 school year, Grant County Middle School will increase proficiency in reading to 55%.</p> <p>By the end of the 26 - 27 school year, Grant County Middle School will increase proficiency in math to 55%.</p> <p>By the end of the 26-27 school year, Grant County Middle School will increase proficiency in Science from 20.9% to 28%</p>
<b>State Assessment Results in Science, Social Studies, and Writing</b>	45.4	-0.43	<p>By the end of the 23-24 school year, Grant County Middle School will increase proficiency in Social Studies from 25% to 35%</p> <p>By the end of the 23-24 school year, Grant County Middle School will increase proficiency in Writing from 31% to 40%</p> <p>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%.</p>	<p>By the end of the 26-27 school year, Grant County Middle School will increase proficiency to 50% in Social Studies.</p> <p>By the end of the 26-27 school year, Grant County Middle School will increase proficiency in Writing from 40.8% to 50%</p> <p>By the end of the 26-27 school year, Grant County Middle School will increase proficiency in reading for students with IEPs to 35%.</p>
<b>Achievement Gap - Students with Disability Reading and Math (proficient and distinguished)</b>	29.5	6.2	<p>By the end of the 23-24 school year, all EL students will increase their ACCESS Composite by at least 0.5 points.</p>	<p>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.</p>
<b>English Learners</b>	No Minimum N	No Minimum N	<p>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.</p>	<p>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.</p>

## High Quality Instruction

	July Activities 21 Days	August Activities 23 Days	September Activities 20 Days	October Activities 19 Days	November Activities 18 Days	December Activities 14 Days	January Activities 20 Days
<b>Big Rocks</b> <b>Instructional Protocol</b>	<ol style="list-style-type: none"> <li>Plan what peer learning labs look like and scheduling times for teachers.</li> <li>Review IP feedback data to analyze schoolwide strengths and weaknesses</li> </ol>	<ol style="list-style-type: none"> <li>Group teachers into cadres</li> <li>Choose teacher leaders</li> <li>Share "model IP lesson" with teachers</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Leads meeting needs to be scheduled.</li> <li>Meet with teacher leaders about what hosting a peer learning lab encompasses</li> <li>Determine teacher leader needs</li> </ol>	<ol style="list-style-type: none"> <li>First peer-learning tabs meet</li> <li>Highest need determined and focused on by cadres and admin team (based upon IP data)</li> </ol>	<ol style="list-style-type: none"> <li>Second peer-learning tabs meet</li> <li>Highest need determined and focused on by cadres and admin team (based upon IP data)</li> <li>Communicate with Guiding Coalition - What PLL would you like to be a part of? Hosts?</li> </ol>	<ol style="list-style-type: none"> <li>Meet with teacher leaders to reflect on first semester - Meeting Dec. 14th</li> <li>share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</li> </ol>	<ol style="list-style-type: none"> <li>Introduce first year/new teachers peer learning labs</li> <li>PD day reviewing Learning Targets and Lessons, giving time to design lessons as either IP or inquiry</li> <li>IP data shared at faculty meeting.</li> <li>PLL - IP invite teacher to host. (Use 1st semester IP data to determine who would most benefit from IP PLL)</li> <li>share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</li> </ol>
<b>Progress Notes: Instructional Protocol</b>	<ol style="list-style-type: none"> <li>School wide strengths - Guided Practice, weakness - mini lesson and reflection</li> </ol>	<ol style="list-style-type: none"> <li>Establishing Cadres: Co-Teaching, Engagement, IP Components (Mini Lesson, Guided/Independent Practice, Reflection).</li> <li>Teacher Leaders: Co-Teaching-Hammons/Draper, Bradhold/Morris</li> <li>What are the expectations for teachers who attend PLL?</li> </ol>	<ol style="list-style-type: none"> <li>Guiding Coalition to become our building Leads. (Blackburn, Haas/Hollenkamp, Barton, Beckman, Clarkson, Allie, Matsumura (Megan and Nichelle) and Bradhold). Guiding Coalition October 12th. Will meet 2nd Thursday of every month.</li> <li>23-24 IP Data</li> <li>Admin attended district training on inquiry based lessons</li> </ol>	<ol style="list-style-type: none"> <li>PLL hosts need to be determined.</li> <li>IP data was reviewed 23-24 IP Data</li> <li>Reflection was reviewed with staff during faculty meeting.</li> </ol>	<ol style="list-style-type: none"> <li>IP data indicated a need for Guided and Independent practice - incorporating</li> </ol>		
<b>PLCs</b>	<ol style="list-style-type: none"> <li>Building Leaders meet to set PLC Guiding Coalition expectations and goals for 23-24. Specifically training teachers on Tier II intervention, pacing, data analysis documentation.</li> <li>Guiding Coalition - create a data analysis document to be attached to curriculum documents.</li> </ol>	<ol style="list-style-type: none"> <li>Meet with PLC Guiding Coalition to plan PD days (Aug. 2nd)</li> <li>Hold staffwide PD (Aug 8th and 10th)</li> <li>Set up Humanities PLT and determine what it will look like - using success criteria for PLT meetings.</li> <li>PLTs will review what common assessments they have and for which units</li> <li>PLTs work to determine if common assessments are aligned to standards.</li> </ol>	<ol style="list-style-type: none"> <li>Review the need for inviting Solution Tree to meet with our staff</li> <li>Implement plan created by PLC coalition of PLT protocols to be used by teachers</li> <li>Form a "model PLT"</li> <li>Documentation of Common Assessment data - Determine and implement how data will be shared for PLT.</li> </ol>	<ol style="list-style-type: none"> <li>Share "model PLT" with teachers.</li> <li>On going - analyze CA data (Priority Standards) with PLT for tier 2 instruction.</li> </ol>	<ol style="list-style-type: none"> <li>Have Solution Tree return to PD</li> <li>PLTs - agenda item to discuss: transitioning to grade level RTI Tier II groups.</li> <li>PLT System for GCMS Draft</li> <li>GCMS PLC System</li> </ol>	<ol style="list-style-type: none"> <li>50% of PLTs will be teacher led</li> <li>Development of PLT interactive agenda to facilitate in PLT being teacher led.</li> <li>December 21st Curriculum Map Audit by Admin Team</li> </ol>	<ol style="list-style-type: none"> <li>Introduce all PLTs to interactive PLT agenda.</li> <li>Agenda - Draft</li> <li>Revisit Norms for all PLTs for second 1/2 of the year.</li> <li>Guiding Coalition Monthly Meeting</li> <li>Humanities PLT - Deeper Learning: Teachers will begin implementing DL activities and begin collecting evidence.</li> <li>Share Deeper Learning</li> </ol>
<b>Progress Notes: PLCs</b>	<ol style="list-style-type: none"> <li>PLC Guiding coalition shared expectations and goals with staff.</li> <li>PLC will utilize Grade Cam to analyze data. Google form Assessment Reflection will be presented to staff during PLC</li> </ol>	<ol style="list-style-type: none"> <li>Guiding Coalition met on August 2nd to finalize plans for staff professional development. Planning went well and the PD was broken into two groups</li> <li>Teachers presented to staff and there were a lot of questions around our tier 2 time</li> </ol>	<ol style="list-style-type: none"> <li>Working with Cathy McClements of Solution Tree - possible training Nov. 7, 2023.</li> <li>PLT protocols/ look fors - created and shared by district office - To Do How will we track the data from feedback?</li> <li>Model PLT has not been recorded - but 7th Math has agreed to schedule a time to do this.</li> </ol>				



Big Rocks	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
<b>Instructional Protocol</b>	<ol style="list-style-type: none"> <li>Review data from 1st semester walkthroughs to determine greatest need of IP work for remainder of year</li> <li>IP data shared at faculty meeting.</li> <li>Schedule PLL for IP</li> <li>share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</li> </ol>	<ol style="list-style-type: none"> <li>IP data shared at faculty meeting.</li> <li>Faculty meeting PD: Guided Practice and productive struggle.</li> <li>share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</li> </ol>	<ol style="list-style-type: none"> <li>IP data shared at faculty meeting.</li> <li>Faculty meeting PD: Independent Practice and productive struggle.</li> <li>share IP data at weekly admin meetings, provide feedback on one another's IP walkthroughs.</li> </ol>	<ol style="list-style-type: none"> <li>IP data shared at faculty meeting.</li> <li>Determine PLL for 24-25 school year</li> <li>System for checking that all resources are linked into curriculum map and shared to the appropriate stakeholders.</li> </ol>
<b>Progress Notes: Instructional Protocol</b>				
<b>PLCs</b>	<ol style="list-style-type: none"> <li>Determine Model PLT for PLL or video recording.</li> <li>Curriculum MAP update: Review CM with rubric to determine if adjustments were made after the December audit.</li> <li>PLTs will transition to new Agenda.</li> <li>Guiding Coalition - monthly meeting</li> </ol>	<ol style="list-style-type: none"> <li>100% of all PLTs will be using the PLT agenda independently.</li> <li>Guiding Coalition Monthly meeting.</li> <li>Using MAP data to project proficiency for KSA and Spring MAP</li> </ol>	<ol style="list-style-type: none"> <li>Guiding Coalition - monthly meeting.</li> <li>Deeper Learning - Mentors review DL evidence and reflections with 8th grade students.</li> <li>Deeper Learning - 8th grade students prepare resumes</li> </ol>	<ol style="list-style-type: none"> <li>Guiding Coalition - monthly meeting: Next Steps - application for model PLC</li> </ol>
<b>Progress Notes: PLCs</b>				



Big Rocks	March Activities 21 Days	April Activities 17 Days	May Activities 12 Days
PBIS Tier 2/Tier 3	<ol style="list-style-type: none"> <li>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee</li> <li>2. Continue behavior CICO with student classified as Tier 2 or Tier 3</li> <li>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</li> <li>4. Share PBIS data during weekly admin meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee</li> <li>2. Continue behavior CICO with student classified as Tier 2 or Tier 3</li> <li>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</li> <li>4. Share PBIS data during weekly admin meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze behavior data from PBIS Rewards student points with PBIS Committee</li> <li>2. Continue behavior CICO with student classified as Tier 2 or Tier 3</li> <li>3. Support teachers who need help with classroom interventions as identified from PBIS Walkthroughs</li> <li>4. Share PBIS data during weekly admin meetings</li> </ol>
Progress Notes: PBIS			
SEL/TICE			

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. Continue to monitor and alter the PBIS/SEL agenda as needed.
4. Mentor Groups

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## Components of Turnaround Leadership Development and Support:

**Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerate, 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 Baldrige 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 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 Professional Learning 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)