Action Plan   2024-2025

Grant County High School

Student-Centered Excellence

STATE ACCOUNTABILITY AREA	2023-2024 STATUS SCORE	2023-2024 CHANGE SCORE	2025 STATE GOAL (End of Year Goal)	2027 STATE GOALS (Three Year Goal)
State Assessment for Reading and Mathematics	56	Increase of 5.3	By the end of the 24 - 25 school year, Grant County High School will increase proficiency in **Reading from 38% to 44%.** By the end of the 24 - 25 school year, Grant County High School will increase proficiency in **Math from 32% to 40%.**	By the end of the 26 - 27 school year, Grant County High School will increase proficiency in reading to 55% By the end of the 26 - 27 school year, Grant County High School will increase proficiency in math to 55%.
Science, Social Studies and Writing	21.7	Significant decrease of 12.8	By the end of the 24 - 25 school year, Grant County High School will increase proficiency in **Science from 3% to 15%.** By the end of the 24 - 25 school year, Grant County High School will increase proficiency in **Social Studies from 22% to 31%.** By the end of the 24 - 25 school year, Grant County High School will increase proficiency in **Writing from 27% to 38%.**	By the end of the 26 - 27 school year, Grant County High School will increase proficiency in Science to 45% By the end of the 26 - 27 school year, Grant County High School will increase proficiency in Social Studies to 50% By the end of the 26 - 27 school year, Grant County High School will increase proficiency in Writing to 60%
Achievement Gap	n/a	n/a	By the end of the 24 - 25 school year, Grant County High School will increase proficiency in reading for disability (IEP) gap group **from to** **.** By the end of the 24 - 25 school year, Grant County High School will increase proficiency in math for disability (IEP) gap group **from to** **.**	By the end of the 26 - 27 school year, Grant County High School will increase reading proficiency in our disabilities gap group to 35%. By the end of the 26 - 27 school year, Grant County High School will increase math proficiency in our disabilities (IEP) gap group to 40%
English Learners	n/a	n/a	By the end of the 24 - 25 school year, all EL students will increase their ACCESS Composite by **at least 0.5 points.**	By the end of 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	57	Increase of 1.3	By the end of the 24-25 school year, the QSCS status score will increase; **from 57 to 59.**	By the end of the 26-27 school year, the QSCS status score will increase to 65.
Post Secondary Readiness (High School Only)	86.2	Increase of 0.2	By the end of the 24 - 25 school year, Grant County High School will increase the post-secondary status from **86.2 to 87.0.**	By the end of the 26 - 27 school year, Grant County High School will increase the post-secondary readiness rate to 89.0.

STATE ACCOUNTABILITY AREA	2023-2024 STATUS SCORE	2023-2024 CHANGE SCORE	2025 STATE GOAL (End of Year Goal)	2027 STATE GOALS (Three Year Goal)
Graduation (High School Only)	91.1	Decrease of 1.2.	By the end of the 24 - 25 school year, Grant County High School will increase the graduation rate from **91.1 to 94.0.**	By the end of the 26 -27 school year, Grant County High School will increase the graduation rate to **100%**

2024-2025 Objectives (Based on Needs Assessment)

2024 Objectives	Measure	STATE ACCOUNTABILITY AREA	Key Core Work Processes
Grant County High School will fully implement the PLC process by the end of the 2024-2025 school year.	- increased proficiency on the Grant County Schools Professional Learning Community rubric - increased scores on common assessments for all content areas - increase in CERT scores	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *English Learners* *Post-Secondary Readiness*	*KCWP 1: Design and Deploy Standards* *KCWP 2: Design and Deliver Instruction* *KCWP 3: Design and Deliver Assessment Literacy* *KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
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 2024-2025 school year.	- increase percent of "meets expectation" rating on Instructional Visit tool data	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *EL Progress*	*KCWP 1: Design and Deploy Standards* *KCWP 2: Design and Deliver Instruction* *KCWP 3: Design and Deliver Assessment Literacy* *KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
Grant County High School will adopt and deploy high-quality instructional resources to ensure student growth in math and science by the end of the 2024-2025 school year.	- increase in the percentage of students who show mastery of priority standards on common assessments -increased CERT scores	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *EL Progress*	*KCWP 1: Design and Deploy Standards* *KCWP 2: Design and Deliver Instruction* *KCWP 3: Design and Deliver Assessment Literacy* *KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*

Grant County High School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.	- 20% decrease in teachers with 1-3 years experience according to the school report card	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *EL Progress*	*KCWP 1: Design and Deploy Standards* *KCWP 2: Design and Deliver Instruction* *KCWP 3: Design and Deliver Assessment Literacy* *KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
Grant County High School will provide effective supports for EL/Multilingual learners by the end of the 2024-2025 school year.	- average increase of 0.5 on ACCESS scores	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *EL Progress*	*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*
Grant County High School will provide effective supports for Special Education students by the end of the 2024-2025 school year.	- increase in the percentage of special education students who show mastery of priority standards on common assessments -increased CERT scores (special education sub-group)	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap*	*KCWP 1: Design and Deploy Standards* *KCWP 2: Design and Deliver Instruction* *KCWP 3: Design and Deliver Assessment Literacy* *KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
Grant County High School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.	- increase in documented positive behaviors based on PBIS grading task.	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *Quality of School Climate and Safety*	*KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*

Grant County High School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school by the end of the 2024-2025 school year.	- documentation of progress on the SUCCEED plan for grades 9-12 - increased graduation rates	*Post Secondary Readiness* *Graduation Rate* *Quality of School Climate and Safety*	*KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
Grant County High School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.	- 3% increase in ADA	*State Assessment Results in Reading and Mathematics* *State Assessment Results in Science, Social Studies and Writing* *Achievement Gap* *English Learners* *Post-Secondary Readiness* *Graduation Rate* *Quality of School Climate and Safety*	*KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*
Grant County High School will implement a highly effective safety plan by the end of the 2024-2025 school year.	- safety walkthroughs	*Quality of School Climate and Safety*	*KCWP 4: Review, Analyze, and Apply Data Results* *KCWP 5: Design, Align, and Deliver Support* *KCWP 6: Establish Learning Environment and Culture*

High Quality Instruction and Closing the Gap

Objective 1 and Measures of Success - Implement PLCs

Funding Sources:

Measures of Success: GCS PLC Rubric, Common Assessment Data, CERT Data (as applicable), Tier 2 and 3 Intervention Data

STRATEGIES	Grant County High School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Systemize the Role of Guiding Coalition	Admin team establish a vision for the role of guiding coalition.	- *Plan guiding coalition training and membership* 1) Book study 2) Stakeholders give presentations?	-Second meeting 1) Identify critical learning needs 2) Read excerpt from *Learning by Doing* 3) Set goals for the year	-Third meeting 1) Continue learning plan (2nd excerpt, other learning) Identify critical data for measuring goals	-Meeting 1) Review scheduling timeline 2) Review KSA and CERT data and discuss updates to school improvement plan	-Meeting 1) Discuss professional learning plan for building-wide learning (Tier 1) 2) Scheduling update	-Meeting 1) Discuss January PD 2) Fully Begin RTI@work Book study 3) Leading small groups in staff meetings	-Meeting 1) Review Part 1 (Chps 2-4) Tier 1 essential actions from RTI book 2) Join admin to complete Tier 2 walkthroughs	-Meeting 1) Review Part 2 (Chps 5-6) Tier 2 essential Actions	-Meeting 1) Review Part 3 (Chps 7-8) essential Tier 3 actions	-Guiding coalition has a clear understanding of their role within the school improvement process for GCHS. - Guiding coalition has developed a sufficient shared understanding to be effective managers of school culture. They are able to support new staff in adopting our professional culture and guard against adult behaviors which limit student learning.
Implement Priority Standards	-Review Priority Standards (PS) for core courses	-Review identified PSs in core PLTs -CTE courses start identifying in intro courses -all elective courses will identify PS in intros	-CTE courses will gather data based on chosen PS, review their choices based on data through the PLC process -elective courses will gather data based on chosen PS, reivew their choices based on data through the PLC process	-CTE: continue to gather data, implement T2, and review PS choices -electives: continue to gather data, implement T2, and review PS choices	-Using Shared Clarity exercise with core PLTs to ensure agreed upon mastery. -Core to review effective teaching strategies as defined by their content	-Using Shared Clarity exercise with core PLTs to ensure agreed upon mastery. -Core to continue to review effective teaching strategies as defined by their content	-Shared clarity exercise along with unit reflection for notes moving forward	-Establish CTE & elective monthly PLT. Engage in professional learning around standards and learning goals	-Continue PLT meetings -Audit curriculum docs		-all core courses will have PS identified and 24-25 data collected to track student mastery -all CTE courses will have PS identified in intro and level 2 courses -all elective courses will have PS identified in all courses
Develop and Refine Common Assessments	Review unit 1 assessments compared to curriculum documents to ensure accuracy	-Teachers Review early unit assessments and PS alignment (Science develop unit 1)	-Teachers review unit 2 assessments (Science Develop unit 2)	-Teachers review unit 3 assessments (Science Develop unit 3)	-Review CERT data with core teachers and determine whether common assessments prepare students to meet benchmark	-Teachers to review assessment questions with more than one resource to ensure grade appropriate for the standard.	-Engage with guiding coalition to establish next steps for PD on creating effective assessments. Identify goals for spring learning.	-Continue with use of assessment tuning protocol from January PD day	-Engage in professional learning around assessment. Review assessment protocol.		-All core courses have a protocol for reguarly reviewing assessments for alignment to KAS -All core courses have rubrics for priority standards and reliably score student work in proper relation to KAS rigor
Implement Systematic and Systemic Tier 2 Intervention	Review/develop the data tracking tools (CS)	Review each PLT has/implementing data tracking	-implement data tracking tools -use collected data to determine T2 placments	-implement(review) data tracking tools	-tracking tier 2 reteaches through dept assessment calendars.	-plan & implement tier 2 reteach for priority standards	Implement tracking tier 2 dates across courses in Curriculum office -Review during admin meetings to monitor through walkthroughs	-Review tier 2 impact data - Continue tier 2 walkthroughs			-All core courses use research based interventions to address specific misunderstandings in priority standards -All core courses have adequate data analysis to indentify students reguarly needing Tier 2 and can refer them for Tier 3
Implement a Comprehensive and Consistent Data Analysis Protocol	-Engage in learning around effective data usage	-review of data tracking tool w/ guiding coalition	-implementation of school wide data tracking protocol -bring collected data to GC (without course name) to evaluate the efficacy of the tool	-continue to review the data analysis protocol with individual PLTs and with GC to make changes if necessary	-Begin utilizing data tracking to create a longitudinal displays or student performance.	-Collect teacher feedback on usability of data tracking tool (focus groups in PLTs and survey)	-Teachers completing data analysis prior to PLT and to share results with admin -Improve Data Tracking tool		-Refine protocol with guiding coalition and review aggregated MAP data		-All core courses have a systemic data protocol that is able to determine student achievement on priority standards and impact of Tier 2.
Provide Professional Learning and support for Teachers	-Review plan for August EdCamp -Prepare for August PD days	-Implement first round of New Teacher training -Execute August PD plan	-Sept. New Teacher Meeting -Guiding coalition book study (Ch. 2 & 3)	-October New Teacher Meeting -GC Book Study (Ch. 4)	-Tier 3 teacher behavior support through counselors -Nov New teacher meeting	-December New Teacher meeting -Prepare January PD Plan	-Teachers completing data analysis prior to PLT and to share results with admin -Improve Data Tracking tool -execute January PD Plan (including shared clarity on remaining priority standards for the year, assessment & assignment tuning protocol from KDE)	-	-Refine protocol with guiding coalition and review aggregated MAP data		-All teachers recieve curriculum or role specific professional development aligned to group needs (CTE, Math, etc.)
Implement Systematic and Systemic Tier 3 Intervention	-Hiring and schedule Tier 3 courses (Math/English Lab) -Assign Tribe Time courses for Tier 3 students (1-2 grade levels behind)	-Place kids in courses -Review MAP data		-October RTI Meeting -Review Tier 3 MAP data		-Complete the MAP assessment for Tier 3 classes to measure growth -10th and 11th grade students to complete MAP to consider for Tier 3 placement	-Review MAP data from 1st semester tier 3 -Place students from 10th/11th into a tier 3 tribe time focused on reading and math.		-Refine protocol with guiding coalition and review aggregated MAP data		-All grade levels have been screen to identify students needing Tier 3 -All identified students have recieved Tier 3 services,

Objective 2 and Measures of Success - Enhance Instructional Protocol

Funding Sources:

Measures of Success: Instructional Visit Data

STRATEGIES	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 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refocus on Characteristics of Each IP Component		-Review IP as admin team -IP PD prior to beginning of year	-Review best practices for implementation	IP highlights choosing a domain to highlight through PLT and/or faculty meetings.	*Creating emphasis on sections of IP reflecting depth of the standard through PLTs and planning		-PD Day review of lesson design and assessment		-PD Day review of lesson design and assessment		-Teachers are able to articulate how their lesson design aligns to their daily learning target and standard
Launch and Implement Inquiry-Based Components of IP		-Establish learning needs in understanding inquiry vs. standard IP	-Review best practices for implementation (KDE Website, Solution Tree)	-Implementing Inquiry based protocals in SCI with new curr.			*Introduce Inquiry based structures and examples for other contents -Engage in PD around selecting instructional strategies that align to standards and goals	-Engage in reflective conversations with teacher teams based on walkthrough data			-Teachers are able to articulate the difference between inquiry-based and direct instruction and can justify their usage of each to address specific standards
Embed Academic Behaviors and SEL in IP		-Identify time and process for imbedding in IP	-Review necessary social skills for guided practice and productive struggle		-Review the importance of NORMs for classrooms		-Reteach classroom norms and common area expectations		-Reteach classroom norms and common area expectations following spring break		-Academic behaviors and SEL are incorporated into Tribe Time lessons at least once per week.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Provide Professional Learning and Support for Teachers		-Beginning of year PD	-Identify teachers needing the most support and develop learning plan	-Implement teacher support learning plans where needed	*new teacher meeting to focus on instructional strategies		*PD -Science PD cohort with NKCES		-PD day		

Objective 3 and Measures of Success - Adoption and Implementation of High-Quality Instructional Resources

Funding Sources: | **Measures of Success: Common Assessment Data, CERT Data (as applicable)**

Grant County High School will adopt and deploy high-quality instructional resources to ensure student growth in math and science by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Launch High-Quality Instructional Resources	-OpenSciEd training -CS review of current HQIR	-Open SciEd training #2	Relaunch of MATH HQIR	Core Ts attend HQIR PD through NKCES (Math/ELA/Sci)	*Math department meeting placing emphasis on use of 3 act math tasks once per unit.	Researching HQIR for SS	*Teacher HQIR Cadre meeting (Math/ELA/Science) -Launching of ELA	-English team sampling unit from CommonLit (or other green on EdReports curr) HQIR	-English team sampling unit from ODELL (or other green on EdReports curr) HQIR	*Teacher HQIR Cadre meeting (Math/ELA/Science) -English team sampling unit from MyPerspectives HQIR	-Math and Science are using their HQIRs as the foundation of their unit and lesson planning. -Teachers calibrate their assessments using exercises from the HQIR -English HQIR selection finalized PL research and preparing CBPL for teachers
Facilitate Curriculum-Based Professional Learning for HQIR		-Open SciEd training #2	-2 Sci teachers attending NKCES HQIR cadre (9/24)	-Sci teachers shairing with department of what was learning at HQIR cadre. (10/8)	*Work with NKCES rep in Math and Science		CS and DoS to review HQIR rubric for possible english resource	Lead English team through paired down HQIR Rubric for vetting resources.			
Monitor and Support Implementation of HQIR			-Frequent classroom visit to current HQIR classes to monitor for implementation and support needs.	-Implementation review for math classrooms -NKCES Math Consultant visit for walkthroughs and to aid in the reintroduction to the resource.	*Use of HQIR walkthrough tool in classrooms in full implementation	*CS participating in the HQIR Instructional Coach Cadre -meet with teacher currently implementing HQIRs and review current/updated coaching tool and the features that identify supports	-begin utilizing the NKCES HQIR coaching tool during HQIR walkthroughs	-HQIR Lesson Internalization with DOS to prep for walkthroughs	-Review walkthrough data and calibrate against work samples		
Adopt High-Quality Instructional Resources for 25-26			-Review English and Social Studies resources	-Review of CommonLit resource for ELA -Discussion on the pace of SS getting a HQIR and looking at Inquiry based curriculum	*English department requesting a HQIR and beginning review for looking into Savvas MyPerspectives, CommonLit and Odell	-Discussion with district about possible grant to fund english HQIR adoption -Junior English completing an example unit from a potential HQIR		-Continue review of implementation in PLT meetings -Coach teacher teams on optimizing available resources		-Continue review of implementation in PLT meetings -Coach teacher teams on optimizing available resources	

Objective 4 and Measures of Success - Train and Retain Teachers

Funding Sources: | **Measures of Success: Decrease in teachers with 1-3 years experience**

Grant County High School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Develop and Implement New Teacher Support Plan		New Teacher Meeting -GCIP Training	New Teacher Meeting -GCIP Training -Identifying areas to support	New Teacher Meeting -Implement new teacher supports as needed -Highlight HQ instructional strategies	-New Teacher Walkthroughs -Find opportunities for new teachers to get into other classrooms to observe	-New Teacher Meeting reviewing setting expectations/norms for classrooms upon return from break	-New Teacher Meeting - balanced assessments	-New Teacher Meeting Reflection practices			

Objective 5 and Measures of Success - Support Multilingual Learners

Funding Sources: | **Measures of Success: WIDA ACCESS Results**

Grant County High School will provide effective supports for EL/Multilingual learners by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement PSP supports		EL Teacher completes seven WIDA Training Courses for administering identification and placement of ELs. She calls families to determine eligibility for EL services. All incoming students, including kindergartners, are screened to determine eligibility and proficiency levels. EL resource teacher meets with all content area teachers and parents of ELs to plan a PSP (language service plan) to best support the needs of the students.	EL students with higher English language proficiency are receiving language services as well as Sheltered English instruction in content area classes.	EL resource teacher provides instruction to ELL students according to their English Language Proficiency, as well as supports them to access their content curriculum. In addition, EL resource teacher continually collaborates with content and classroom teachers to help students progress in content and English language proficiency.	EL resource teacher provides instruction to ELL students according to their English Language Proficiency, as well as supports them to access their content curriculum. In addition, EL resource teacher continually collaborates with content and classroom teachers to help students progress in content and English language proficiency.						
Deliver high quality instruction		EL resource teacher will write PSPs (Program Services Plan/language service plans).	EL resource teacher will monitor students who exit access testing	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will design & deliver explicit instruction in the English language	
Monitor and support ongoing learning	share monitoring exited students with content teachers	EL resource teacher will coach classroom teachers how to provide supports noted on PSP throughout the year.	Classroom teachers will provide accomodations and EL teacher coaches classroom teachers how to provide supports noted on PSP throughout the year.	EL resource teacher monitor students who exit access testing	EL resource teacher will support content teachers with ML/ELL students	EL resource teacher monitor students who exit access testing	EL resource teacher will support content teachers with ML/ELL students	Mrs. Freema will support content teachers with ML/ELL students	EL resource teacher monitor students who exit access testing	EL resource teacher will train for administering state testing.	

Collaborate with stakeholders	Assist parents with enrollment and IC updates	EL resource teacher will establish and continually re-evaluate schedules for ELL services.	EL resource teacher will design & deliver explicit instruction in the English language	EL resource teacher will support content teachers with ML/ELL students						EL resource teacher will collaborate with teachers regarding student information to be shared with next year's teachers.	
		EL resource teacher will conduct parent meetings to review PSPs	EL resource teacher will conduct teacher PSP meetings	EL resource teacher will attending Professional Learning Community to stay up on the latest state ELL mandates, research, and best practices.							

Achievement Gap - Support for Special Edcuation

Funding Sources: **Measures of Success:** common assessment data, increased CERT scores

Grant County High School will provide effective supports for Special Education students by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Provide Professional Learning for Teachers	Plan PD for teachers	-Beginning of year PD for regular ed teachers w/ collaborators	-monthly department meeting	-monthly department meeting	-monthly department meeting	-monthly department meeting	-monthly department meeting	-monthly department meeting	-monthly department meeting	- Monthly department meetings Begin planning for PD needs 25-26	-Monthly department meetings -Continue planning for PD needs for 25-26
Develop model co-teaching classroom(s)	Establish collaborative pairing based off master schedule	-Walkthroughs for implementation	-Walkthroughs for implementation	-Expectations for co-teaching model provided	-Walkthroughs for implementation	-Walkthroughs for implementation	-Restructure planning for the 25-26 school year study skill resource -More walkthroughs for collaborative classes	-Continue collab walkthroughs -Continue working to schedule with couselors	Choose collaborative teams for 25	-Continue collab walkthroughs	-Continue collab walkthroughs
Refocus SDI & PDM to increase student growth	Meet with DoSE to discuss needs	-Training with DOSE	Teachers begin gathering data	-Digital Progress Monitoring introduced	- Implementation begins: Progress Monitoring Digital with Google Forms	Continue gathering weekly data and review progress	-AP working with Counselors for scheduling students with IEPs Continue gathering weekly data and review progress	Continue gathering weekly data and review progress	Continue gathering weekly data and review progress	Continue gathering weekly data and review progress	Continue gathering weekly data and review progress
Systemize compliance checks	Meet with DoSE to discuss needs	Discuss compliance with teachers	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings	-Provide teachers with Compliance Checklist	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings	-ARC chairs review documents for compliance during meetings

Safe and Healthy Culture

Objective 1 and Measures of Success - Implement PBIS and SEL Plans

Funding Sources: | **Measures of Success: PBIS Data, SEL Data**

Grant County High School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refine PBIS expectations to prioritize academic behaviors	Admin team determines if we revise expectations	Establish and meet with PBIS committee	Have committee develop goals for that school year for staff and students	Review first month of data and determine what level of reteaching to students or staff is needed.	Tier 1 and Tier 2 supports happening during Tribe Time and after school. Teachers will be tiered and supported and students rotating for 2 or more days of interventions/ weekly	Continue with Academic behavior Tribe Time - alter topics if neccessary.	Re-teach PBIS expectations for second semester	-Review Tribe Time topics and supports in MTSS meeting			-Robust process for identifying students need support with behavior and providing effective interventions
Monitor PBIS Implementation	Admin team determines requirements for teachers and recording PBIS in IC	Train teachers on PBIS in IC and expectations for teachers with reporting	Counselors to check in with teachers who are not updating data weekly.	Review data and implementation.	Review gradebooks to see who is not entering data. Have meetings with those teachers	PBIS Rewards ice cream party.	Counselors report to evaluators teachers who are not accuartely reporting PBIS expectations. Evaluators begin to monitor.				
Train teachers to clarify SEL expectations	Counselors determine schedule for SEL	Train teachers on SEL implementation during PD days	SEL begins in Tribe Time. Teachers instructed on how to use CharacterStrong, what lessons to use, and how to answer questions.	Offer support to teachers when using Character Strong during Tribe Time.	Continue to offer support to teachers when using Character Strong during Tribe Time.	Continue to offer support to teachers when using Character Strong during Tribe Time.	Continue to offer support to teachers when using Character Strong during Tribe Time.	-Review implementation in MTSS and counselor meetings			-Teachers can articulate SEL vs other skills and can self-reflective on how to grow in SEL instruction
Monitor SEL implementation	Develop plan for SEL at GCHS	SEL is taught weekly on Tuesdays for 9th graders & 12th graders, and Wednesdays for 10th & 11th graders.	Lessons are placed in the gradelevel Tribe Time Calendar	Conduct walkthroughs to make sure SEL is being implemented	Continue SEL walkthroughs and provide support as needed.	Continue SEL walkthroughs and provide support as needed.	Continue SEL walkthroughs and provide support as needed.				

Objective 2 and Measures of Success - Implement Deeper Learning/SUCCEED plan at all grade levels

Funding Sources: | **Measures of Success: SUCCEED Plan**

Grant County High School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement SUCCEED/Deeper Learning Plan	-Sr counselor/CTE prin review current plan to discuss changes needed -create a vision for SUCCEED as it relates to SR defenses -create action steps to execute the plan schoolwide -identify SR defense tribe time teachers	-finalize yearly tribe time calendar and determine senior locations -make necessary changes to the SR defense rubric to regarding changes in the structure -allow SR defense tribe time teachers time to plan their lessons during PD days -meet with all seniors (on a rotation) so they understand the expectation and allow them to choose if they present 1st semester or 2nd	-SR defenses are researched and started in 5 tribe time rooms -the other 4 rooms will have a rotation of guest speakers and presentations to prepare them for post-secondary -weekly admin walkthroughs will happen to be sure the work is being done, feedback will be an email, the focus will be on interacting with the seniors and showing interest in their project	-work on SR defenses continue according to the calendar -admin walkthroughs continue -post-secondary prep continues in the other 4 rooms according to the calendar -meet with SR defense teachers to check in	- continue to follow the SR TT calendar to prepare for SR defenses and focus on post secondary readiness -start scheduling SR defense presentations (reach out to community members and teachers) -plan for and schedule mock SR defenses to prepare for December -meet with SR defense teachers to check in	-SR defense presentations December 11-19 -continue to use the SR TT calendar for post secondary readiness -meet with SR defense teachers and use a google form to gather feedback on the process so adjustments can be made before 2nd semester	-create new tribe time rosters to rotate SRs working on defenses and PSR -conference with any SR that "did not meet" in the fall -meet with PSR tribe time teachers to determine quality of guest speakers and which should be repeated -contact/schedule all guest speakers for 2nd semester PSR tribe times -meet with SR defense TT teachers on January 2nd to make any adjustments to the plan using their feedback from the google form, revisit the vision	-utilize SR TT calendar to communicate the schedule for PSR rooms -assign admins to each SR defense TT for check in purposes and to collectively own the vision -admin visit all SR defense TT rooms to communicate importance of their presentation and the vision -monthly check in with SR defense teachers	-admins visit assigned SR TT rooms to check in and conference with any SRs struggling -monthly check is with SR TT teachers to check for progress and make any adjustments -continue to use the SR TT calendar for PSR rooms -check in with PSR TT teachers to maintain collective ownership of the vision and make any adjustments	-Introduce SR defenses in JR TT rooms, share rubric and plan -continue SR defense work in SR TT rooms -admins visit each room to check in (assigned rooms) -check in with PSR TT teachers to maintain collective ownership of the vision and make any adjustments -PSR google form for teachers to make 25-26 changes if necessary -start scheduling SR defense presentations (reach out to community members and teachers) -plan for and schedule mock SR defenses to prepare for December	-SR defense presentations May 1-9? -continue to use the SR TT calendar for post secondary readiness -meet with SR defense teachers and use a google form to gather feedback on the process so adjustments can be made before 25-26

Objective 3 and Measures of Success - Improve Student Attendance

Funding Sources: | **Measures of Success: Student Attendance data**

Grant County High School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement Attendance Plan	-Review attendance process with FRYSC coordinator and attendance clerk		-Review attendance data and begin small-group meetings			-Review attendance data -Review attendance process with attendance team		-Review attendance data -Review attendance process with attendance team		-Review attendance data -Review attendance process with attendance team	

Objective 4 and Measures of Success - Ensure High-Quality Safety Measures

Funding Sources: | **Measures of Success: Safety walkthrough data**

Grant County High School will implement a highly effective safety plan by the end of the 2024-2025 school year.

STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Ensure effectiveness of SRO	-School Risk Assessment audit 24-25 walkthrough	-Staff training on school safety protocol	-Review processes and duties with SRO after school year begins			-Review processes and duties with SRO	-Peer/Mentor hallway monitoring		-Review processes and duties with SRO		-Graduation safety
			-Internal classroom door coverings				-Address exterior front entrance covering and funds		-Review/Update Emergency Plan for 24-25		