

Action Plan 2024- 2025



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	- District Combined ES: 51.5 MS: 58.4 HS: 50.7	- District Combined ES: -1.7 MS: 3.3 HS: 5.3	By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in Reading Elementary: from 33% to 40% Middle: from 43% to 48% High: from 38% to 43%	By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in reading: Elementary: 55% Middle: 55% High: 50%
			By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in Math Elementary: from 35% to 41% Middle: from 40% to 45% High: 32% to 39%	By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in math: Elementary: 55% Middle: 55% High: 45%
Science, Social Studies and Writing	- District Combined ES: 49.8 MS: 49.3 HS: 34.3	- District Combined ES: -5.1 MS: 3.9 HS: -13	By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in Science Elementary: from 22% to 30% Middle: from 19% to 28% High: from 3% to 13%	By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Science Elementary: 45% Middle: 40% High: 30%
			By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in Social Studies Elementary: from 25% to 35% Middle: from 32% to 37% High: from 22% to 30%	By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Social Studies. Elementary: 50% Middle: 45% High: 45%
			By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in Writing Elementary: from 31% to 41% Middle: from 38% to 44% High: from 27% to 39%	By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Writing from Elementary: 60% Middle: 50% High: 65%

<i>Achievement Gap</i>	- District Combined Disability with IEP ES: 28 MS: 50.3 HS: N/A (No minimum N)	- District Combined Disability with IEP ES: -4.1 MS: 2.5 HS: N/A (No minimum N)	By the end of the 24 - 25 school year, Grant County Schools will increase proficiency in reading for disability (IEP) gap group Elementary: from 14% to 20% Middle: from 20% to 30% High: 13% to 20% By the end of the 24 - 25 school year, Grant County schools will increase proficiency in math for disability (IEP) gap group Elementary: from 14% to 20% Middle: from 18% to 25% High: from 10% to 20%	By the end of the 26 - 27 school year, Grant County Schools will increase average combined reading and math proficiency in our disabilities gap group: Elementary: 35% Middle: 40% High: 30% By the end of the 26 - 27 school year, Grant County Schools will increase average combined math proficiency in our disabilities (IEP) gap group: Elementary: 30% Middle: 35% High: 30%
<i>English Learners</i>	ES: 52.5	ES: -14.0	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 .
<i>Quality of School Climate and Safety</i>	- District Combined ES: 74.8 MS: 63.5 HS: 55.7	District Combined ES: 1.8 MS: 0.5 HS: 1.3	By the end of the 24-25 school year, the QSCS status score will increase; Elementary: from 76.6 to 80 Middle: from 64 to 70 High: from 57 to 65	By the end of the 26-27 school year, the QSCS status score will increase; Elementary: 90 Middle: 85 High: 80
<i>Post Secondary Readiness</i>	86	0.2	By the end of the 24 - 25 school year, Grant County Schools will increase the post-secondary status from 86.2 to 88 .	By the end of the 26 - 27 school year, Grant County Schools will increase the post-secondary readiness rate to 95
<i>Graduation</i>	92.3	-1.2	By the end of the 24 - 25 school year, Grant County Schools will increase the graduation rate from 91 to 95 .	By the end of the 26 -27 school year, Grant County Schools will increase the graduation rate to 100%

Grant County Schools 2024-2025 CDIP Objectives (Based on Needs Assessment)			
2024 Objectives	Measure	STATE ACCOUNTABILITY AREA	Key Core Work Processes
Grant County Schools will fully implement the PLC process by the end of the 2024-2025 school year.	-increased proficiency on the Grant County PLC rubric -increased scores on common assessments for all content areas -increase in projected proficiency and growth on MAP/CERT scores.	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>English Learners</i> <i>Post-Secondary Readiness</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>
Grant County Schools 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 data	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>EL Progress</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>
Grant County Schools will adopt and deploy high-quality instructional resources to ensure student growth in reading, 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 growth and/or projected proficiency on MAP/CERT scores	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>EL Progress</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>

Grant County Schools will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.	-10% decrease in teachers with 1-3 years experience according to school report card	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p> <p><i>EL Progress</i></p>	<p><i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Grant County Schools will provide effective support for EL/Multilingual learners by the end of the 2024-2025 school year.	average increase of 0.5% in ACCESS scores.	<i>EL Progress</i>	<p><i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Grant County Schools will provide effective supports for Special Education students (achievement gap) by the end of the 2024-2025 school year.	<p>- increase in the percentage of special education students who show mastery of priority standards on common assessments</p> <p>-increased growth and/or projected proficiency on MAP/CERT scores (special education sub-group)</p>	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p>	<p><i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Grant County Schools will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.	increase in positive behaviors documented in district-compiled school level PBIS data.	<i>Quality of School Climate and Safety</i>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>
Grant County Schools will implement SUCCEED plan (Profile of a Learner) to ensure students graduate prepared for life after high school by the end of the 2024-2025 school year.	<p>-documentation of the SUCCEED plan for grades K-12</p> <p>- 3 percent increase in graduation rates.</p>	<p><i>Post Secondary Readiness</i></p> <p><i>Graduation Rate</i></p> <p><i>Quality of School Climate and Safety</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i></p>

Grant County Schools will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.	2% increase in ADA.	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>English Learners</i> <i>Post-Secondary Readiness</i> <i>Graduation Rate</i> <i>Quality of School Climate and Safety</i>	<i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>
Grant County Schools will implement a highly effective safety plan by the end of the 2024-2025 school year.	district and state-level inspections/walkthroughs	<i>Quality of School Safety and Climate Survey</i>	<i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>

High Quality Instruction and Closing the Gap											
Objective 1 and Measures of Success - Implement PLCs											
Funding Sources: Fund 1						Measures of Success: increased proficiency on the Grant County PLC rubric, increased scores on common assessments for all content areas, and an increase in projected proficiency and growth on MAP/CERT scores.Common Assessment Data, MAP/CERT Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Grant County Schools 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	Introduce Guiding Coalition expectations from PLC System to school leadership teams - July 14		Develop a schedule to visit school Guiding Coalition meetings GCHS- 1st Wednesday 3:30 GCMS- 2nd Thursday 3:30 CMZ- 1st Thursday 3:30 DRE- TBD MCE- 1st Monday @ 3:30 SES- 2nd & 4th Tuesday @ 4:00 Director of Elementary - GCMS Director of Elementary - SES	Attend GC meetings and provide feedback to the principals CAO MCE, GCMS, SES Director of Elementary - CMZ Director of Elementary - GCHS Director of Elementary - MCE, DRE CAO - CMZ, GCHS,-SES (rescheduled), Director of Secondary - GCMS Guiding Coalitions will complete PLC self-assessments using the PLC Rubric to determine areas of growth	Attend GC meetings and provide feedback to the principals	School-level PLC self-assessments will be discussed during December Principal and Curriculum Specialist meetings	Attend GC meetings and provide feedback to the principals Director of Elementary - SES, CMZ CAO - DRE, GCMS Director of Elementary - GCHS	Attend GC meetings and provide feedback to the principals Director of Elementary - DRE, MCE CAO - CMZ, GCHS Director of Elementary - GCMS	Attend GC meetings and provide feedback to the principals Director of Elementary - DRE, CMZ CAO - SES, GCHS Director of Elementary - GCMS Guiding Coalitions will complete PLC self-assessments using the PLC Rubric to determine areas of growth	School-level PLC self-assessments will be discussed during December Principal and Curriculum Specialist meetings	PDSA PLC System for implementation in 25-26
Develop and Refine Priority Standards			Elementary - Begin mapping math and reading priority standards throughout all common unit assesments Secondary- Collaborate with CS to identify priority standards for Science and SS and compare with common assessments	Secondary- Collaborate with CS to refine PS for Science and SS Secondary - Will determine needs by reviewing curriculum maps and attending PLTs			Elementary - CSs begin process of refining Reading & Writing priority standards Secondary- CSs review and refine Science priority standards for HS semester classes	Elementary - Begin narrowing Reading & Writing priority standards through school-level PLTs	Elementary CSs review school-level input on Reading & Writing priority standards Publish Reading & Writing priority standards drafts for feedback from all teachers Secondary - Begin PDSA on priority standards for 25-26	Elementary - Review feedback from Reading & Writing priority standards and complete final list	Elementary - Publish final Reading & Writing priority standards Secondary- CSs review and refine Science priority standards for HS year long classes
Develop and Refine Common Assessments	Elementary Director- Collaborate with Elementary CSs to determine plan for common math temperature checks based on priority standards	Elementary Director & CSs develop plan to share math and reading common assessments Elementary review Reading Unit Assessments for Unit 1 Elementary CSs review math assessments for Units 1 & 2	Elementary- Complete unit reviews with CSs at each building Secondary Director will partner with CSs and teachers to review common assessments for OpenSciEd	Conduct continuous improvement meetings at each school with an agenda item for common assessments Based on the report, identify needs for each school. Secondary - Conduct Unit 1 and 2 audits with CS			Conduct continuous improvement meetings at each school with an agenda item for common assessments Based on the report, identify needs for each school. Secondary Director will partner with CSs to conduct curriculum audits for SS on Jan 24			Conduct common assessment needs assessment with Curriculum Specialists during role group meetings.	
Systematic and Systemic Tier 2 Intervention	Collaborate with school leadership teams on the development/refinement of Tier 2 Intervention school-level plans	Schools will turn in RtI plans by August 30 (Date changed to Sept. 13)	Review RtI plans and provide feedback to schools	Conduct partner visits for Tier 2 intervention time in each school			Conduct partner visits for Tier 2 intervention in each school Winter Leadership Retreat - revisit school-RtI plans and adjust based on fall walkthroughs	CAO, Director of Secondary, and Director of Elementary will debrief Tier 2 classroom visits to plan for spring focus topics in CS meetings.			PDSA MTSS System to prepare for 25-26 implementation
Comprehensive and Consistent Data Analysis Protocol	As part of comprehensive Tiered instruction system (RtI plan), set expectation for consistent data analysis protocol at each school		CS meeting - Verify data analysis protocol is in place for each school Develop 24-25 Data Analysis Protocol for MAP PLT scheduled for October 10.	Conduct continuous improvement meetings at each school - include a status of math and reading report that focuses on data analysis; review protocol for data analysis at each school MAP District PLT - Combined Meeting on October 10			Conduct continuous improvement meetings at each school - include a status of math and reading report that focuses on data analysis; review protocol for data analysis at each school MAP District PLT - Jan 23			District MAP PLT - April 24 Curriculum Specialist RoleGroup Meetings - reflect on school-level data protocol and how it has impacted student learning.	
Professional Learning for Administrative Team	Summer Retreat- Review the work of the Guiding Coalition and PLC expectations		Secondary- Curriculum, Instruction, and Assessment meetings- MS (9/5, 9/11, 9/18, 9/25) HS (9/5, 9/19) Elementary-Curriculum, Instruction, and Assessment meetings - Sept. 13 & 16	Review the PLC Rubric at Role Group Meetings to ensure clarity before schools self-score. Secondary- Simplifying the Journey Book Study during CS role group meetings- Intro, Chapter 1 and 2 on 10/10 New Principals attended the RtI At Work Conference from October 23-25; debrief at principal meeting on October 29 Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 1	Elementary-Curriculum, Instruction, and Assessment meetings - Nov. 8 Secondary- Simplifying the Journey Book Study during CS role group meetings- Chapter 3 and 4 on 11/14 Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 2	Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 3A Secondary- Simplifying the Journey Book Study during CS role group meetings- Chapters 5, 6 and 7on 12/12	Elementary-Curriculum, Instruction, and Assessment meetings Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 3B&C	Elementary-Curriculum, Instruction, and Assessment meetings Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 3 Summary	Elementary-Curriculum, Instruction, and Assessment meetings Elementary CSs- read/discuss Providing Reading Interventions for Students in Grades 4-9 from What Works Clearinghouse. Focus on Recommendation 4		

Systematic and Systemic Tier 3 Intervention	Collaborate with school leadership teams on the development/refinement of Tier 3 Intervention school-level plans	Schools will turn in Rti plans by August 30 (Date changed to Sept. 13)	Review Rti plans and provide feedback to schools	Secondary Director and CSs will attend leader meeting for Read 180 and Math 180 10/24	Conduct partner visits for Tier 3 intervention time in each school: *CMZ - Nov. 18 (reading) *DRE - Nov. 20 (reading) *MCE - Nov. 19 (reading) *GCHS Nov 20 and Nov 21 Apply for KDE Reading Intervention grant (focused on EL Skills Block)	Conduct partner visits for Tier 3 intervention time in each school: *SES Dec. 4 *GCMS Dec 9 (7th grade), Dec 13 (8th grade - rescheduled)	Winter Leadership Retreat - revisit school-Rti plans - provide feedback to schools		Conduct partner visits for Tier 3 in each school		OTL will review Tiered Intervention plans and provide feedback to schools in preparation for the 25-26 school year. Summer Retreat will have a component on Tiered Intervention and MTSS.
Objective 2 and Measures of Success - Enhance Instructional Protocol											
Funding Sources: N/A						Measures of Success: Increase percent of "meets expectation" rating on Instructional Visit Data					
STRATEGIES	Grant County Schools 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.										
Refocus on Characteristics of Each IP Component	July Activities Summer retreat - shared prototype of new instructional visit tool	August Activities	September Activities Role group meetings will revisit one-page documents and focus on "look fors" for each component Launch new instructional visit tool	October Activities	November Activities October Principal Meeting - Reflect on IP Visits for September and October. Discuss importance of IP visits and of Standards & Learning Target	December Activities	January Activities District Team will review walkthrough data and provide feedback to admin team through evaluation process.	February Activities	March Activities PDSA Instructional Protocol with teacher committee	April Activities Share feedback from teacher committee IP PDSA with Principals and Curriculum Specialists	May Activities Finalize IP graphic to prepare for Summer Retreat
Inquiry-Based IP		Deeper Learning Inquiry-Based Team will lead professional learning sessions - August 15	Role group meetings will review one-page IP documents and will learn about the elements of inquiry-based learning		Inquiry-Based observation for Admin team at GCMS- 11/15		Winter Retreat - Develop rationale for review of the IP graphic. PDSA current model.		PDSA Instructional Protocol with teacher committee		
Embedding Academic Behaviors and SEL in IP							OTL will study academic behaviors and use this information to begin refining IP to include these behaviors.	OTL will develop general "look fors" for students within IP.	PDSA "look fors" with teacher committee.	Begin drafting IP model for 25-26 school year to include academic behaviors.	
Objective 3 and Measures of Success - Adoption and Implementation of High-Quality Instructional Resources											
Funding Sources: MAP- Fund 1; HQIRs - Fund 1, ESSER funds						Measures of Success: increase in the percentage of students who show mastery of priority standards on common assessments and increased MAP/CERT scores.					
STRATEGIES	Grant County Schools will adopt and deploy high-quality instructional resources to ensure student growth in reading, math, and secondary science 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
Launch High-Quality Instructional Resources	Secondary Science teachers will participate in OpenSciEd training with NKCES- July 17 and 19	Elementary Math HQIR districtwide training - August 13 Elementary Director - Gather feedback regarding training; discuss additional needs with Elementary CSs. Secondary Science teachers will participate in OpenSciEd unit planning with NKCES- August 13	Elementary CIA meeting focus: initial math HQIR feedback; Reading/Writing HQIR needs Secondary Director partner classroom visits to Science classrooms and PLCs- feedback and needs assessment. HS (9/10) MS (9/10)	Secondary- Release days for HQIR planning (10/17 and 10/18)	Secondary Science teachers will participate in OpenSciEd planning training with consultants from NKCES on Nov 4- emphasis on creating norms and managing the process Submit RDIF25 Grant Applications to KDE	Complete application process for KYCL for Birth-12th grade literacy resources. Grant application is due December 18.	Secondary Science teachers will participate in OpenSciEd unit and lesson internalization on Jan 2-3	Secondary Director will meet with HS and MS ELA teachers and CSs to review options for HQIRs and discuss feedback from teachers.	Secondary ELA review of materials (GCHS and GCMS) will take place. Teachers will participate as part of the committee.	Director of Secondary will work with secondary curriculum specialists to complete the HQIR rubric for materials being recommended and will submit to the Superintendent.	Final decision about ELA HQIRs will be made by the superintendent.
Facilitate Curriculum-Based Professional Learning	Elementary Director: Review Unit Planning Documents and expectations for each school during July Elementary CS Meeting.	Elementary Director and Elementary CSs will participate in KDE's HQIR Communities of Practice and debrief - August 8 Elementary: New/Updated unit planning documents to be introduced during school contract/PD days.	Secondary- Science teachers from MS and HS will attend NKCES Science cadre for HQIR launch- 9/24 Secondary Director and CSs will attend the HQIR PL cadre for administrators- 9/26 Elementary - Director & CSs will meet with KDE Regional Literacy Consultant to discuss supports at the district and building level. 9/26	Elementary Director and Elementary CSs will participate in KDE's HQIR Communities of Practice and debrief Elementary Director & Elementary CSs will participate in ELA & Math HQIR Cadres w/ NKCES -Oct. 28 & 30 KDE Literacy Consultant will partner with elementary schools for literacy based walkthroughs: Oct. 22 MCE; Oct. 25 SES GCHS CS and teachers will attend HQIR PL cadres through NKCES- Math October 28 and ELA Oct 30	Elementary CSs will be trained by KDE Literacy Consultants on unit/lesson internalization for HQIR implementation - Nov. 7 KDE Literacy Consultant will partner with elementary schools for literacy based walkthroughs: Nov. 22 CMZ NKCES consultant will facilitate HQIR training with Math teachers at GCHS on Nov 4 contract day Principals provided with Chapter 1 of Transforming Teaching through Curriculum Based Professional Learning to read. - Nov. 1 Elementary CS will begin book study of Transforming Teaching through CBPL - Nov. 7	KDE Literacy Consultant will partner with elementary schools for literacy based walkthroughs: Dec. 4 DRE; rescheduled for Jan. 13 Elementary CSs - Discuss literacy walkthrough reflections; determine focus areas for 2nd half of year CS - Discuss Chapters 1 & 2 of Transforming Teaching through CBPL; Assign Chapters 3 & 4 Elementary Director will meet with KDE consultant regarding feedback & reflection of elementary HQIR walkthroughs - Dec. 18 Principals review Chapter 1 and assigned Chapter 2 of Transforming Teaching through CBPL APs assigned Chapters 2 and 1 of Transforming Teaching Through CBPL	Elementary Director & Elementary CSs will participate in ELA & Math HQIR Cadres w/ NKCES CS - Discuss Chapters 3 & 4 of Transforming Teaching through CBPL; Read Chapters 5 & 6 Principals will discuss Chapter 2 of Transforming Teaching through CBPL.	CS - Discuss Chapters 5 & 6 of Transforming Teaching through CBPL; Read Chapters 7 & 8 Principals will discuss Chapters 3 and 4 of CBPL book at February principal meeting. APs will discuss Chapter 1 and 2 of Transforming Teaching through CBPL.	CS - Discuss Chapters 7 & 8 of Transforming Teaching through CBPL; reflect on implications of CBPL for each building.		

Monitor School-Level Implementation			Elementary Director-Review KDE's Early Implementation-Observation Tool with CSs and develop a plan to observe Reading & Writing and Math-HQIR Implementation in each building	Secondary Director will partner with Science NKCES to visit Secondary science classrooms and give feedback on implementation- October 8 NKCES Math consultant will conduct partner walkthroughs with GCHS CS on Oct 14 KDE Literacy Consultant will partner with elementary schools for literacy based walkthroughs: Oct. 22 MCE; Oct. 25 SES	Secondary Director will partner with CSs from MS and HS to visit Secondary science classrooms to follow up from NKCES visit and provide feedback - Nov 22 Elementary CSs will review implementation walkthrough tools received from NKCES HQIR Cadres and KDE to determine focus areas - Nov. 7 Elementary Director will schedule implementation walkthroughs with each building. EL Education (January); Envision Math (February) - Nov. 7	Listening Walks - Ask specific questions about HQIR implementation at each school. Elementary - gather unit internalization plans for each building (for EL Education)	Elementary Director & CSs will complete EL Education HQIR walkthroughs at each building: Jan 27 (CMZ), Jan 29 (MCE), Elementary - Monitor Unit Internalization at each building Secondary Director will attend Science PLCs to follow up from November visits and feedback	EL Education Implementation Walkthroughs - Feb. 3 (SES); DRE - Elementary Director & CSs will reflect on Reading HQIR implementation walkthroughs during Feb. CS meeting Secondary Director will conduct OpenSciEd HQIR walkthroughs with both MS and HS Curriculum Specialists to all Secondary Science classrooms- Feb 14	Elementary Director & CSs will complete Envision Math HQIR walkthroughs at each building: Elementary - Monitor Unit Internalization at each building (EL Education) Secondary Director & CSs will reflect on OpenSciEd HQIR implementation walkthroughs during March meeting	Elementary Director & CSs will reflect on Math HQIR implementation walkthroughs during April meeting Elementary and Secondary - gather plan for unit/lesson internalization for each school for upcoming school year.	
Adopt High-Quality Instructional Resources for 25-26					Explore options for Secondary ELA HQIR implementation for 25-26	Explore options for Elementary OpenSciEd CIA meetings with MS and HS to discuss HQIR options for ELA for 25-26	Secondary ELA teachers will explore HQIR resources Jan 2				
Objective 4 and Measures of Success - Train and Retain Teachers											
Funding Sources: GCIP - Fund 1						Measures of Success: at least a 10% decrease in teachers with 1-3 years of experience by the end of the 2024-2025 school year.					
STRATEGIES	Grant County Schools will implement a high-quality teacher induction program to retain teachers 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
Refine District Plan for Supporting New Teachers	Discuss New Teacher supports with school leadership teams	District-wide New Teacher Institute - August 7 Sessions for new teachers during Student-Centered Excellence Conference- August 15	GCIP mentor training for resource teachers scheduled for September 11	Continuous improvement meetings - check in on new teachers and discuss fall new teacher meeting plans with each school		GCIP - Check hours to verify that out-of-class hours are being completed	Mid-year GCIP survey will be sent to all resource teachers and new teachers			End-fo-Year GCIP survey will be sent to all resource teachers and new teachers	Begin planning for new teacher 25-26 and district-wide conference for 25-26- new teacher pathway
Co-Facilitate the Development of and Monitor School-Level New Teacher Plans	Introduce school level new teacher support planning documents to school leadership teams		Elementary CIA Meetings - discuss building level new teacher supports and needs Secondary CIA meetings- discuss building level support and new teacher needs			Listening Walks - Ask specific questions regarding school-level support for new teachers (as applicable)	Mid-year check in during CS role group meetings	Secondary Director will attend New Teacher Meetings at HS and MS and provide feedback			Secondary Director will meeting with CSs to reflect on effectiveness of new teacher training and create plan for next year.
Objective 5 and Measures of Success - Support Multilingual Learners											
Funding Sources: N/A						Measures of Success: WIDA ACCESS Results					
Grant County Schools will provide effective support for EL/Multilingual learners as evidenced by an average increase of 0.5 in ACCESS scores 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		Design and deliver multilingual PD for classroom teachers.	EL resource teachers participate in OVEC, NKCES PLN Network/Cadre meetings;	EL Resource Team PLC planning	EL resource teachers participate in OVEC, NKCES PLN Network/Cadre meetings;	EL Resource Team PLC planning; Complete necessary training and prep for ACCESS administration	EL resource teachers participate in OVEC, NKCES PLN Network/Cadre meetings;	EL resource teachers participate in OVEC, NKCES PLN Network/Cadre meetings;	EL Resource Team PLC planning	EL resource teachers participate in OVEC, NKCES PLN Network/Cadre meetings;	EL Resource Team PLC planning
Strengthen implementation of high quality supports for EL students		District EL team collaboration with teachers via PLC meetings, PSP reviews, professional development coaching sessions.	District EL team collaboration with teachers via PLC meetings, PSP reviews, professional development coaching sessions.	Evaluate and adjust instructional schedules/interventions based on newcomers and individual student needs.	Confirm and monitor delivery of appropriate instructional and assessment accomodations according to PSPs.	Evaluate and adjust instructional schedules/interventions based on newcomers and individual student needs.		Evaluate and adjust instructional schedules/interventions based on newcomers and individual student needs.		Evaluate and adjust instructional schedules/interventions based on newcomers and individual student needs.	Evaluate/reflect on assessment results. Determine adjustments for students who did not show expected growth.
Increase engagement with families and community to support language proficiency growth	Provide registration, enrollment, induction resources to families.	Send EL department Remind messages re: school events and academic programming.	Ensure PSP documents are shared with all stakeholders. Provide translation, enrichment language supports as needed.	Host parent/family event in conjunction with community partners (Interact and Champions for Drug Free Grant County).	Ongoing two-way communication with parents, families via newsletters, email and digital social media.	Send EL department Remind messages re: school events/academic programming.	Confirm college visit for ML students to explore post secondary opportunities.		Ongoing two-way communication with parents, families via newsletters, email and digital social media.		
Gap Closure- Support for Special Education											
Funding Sources: N/A						Measures of Success: Common Assessment Data, MAP/CERT growth, PDM					
STRATEGIES	Grant County Schools will provide effective supports for Special Education students 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
Provide Professional Learning for Teachers		Sessions for teachers during Student-Centered Excellence Conference- August 14th and 15th District-wide Teacher Training August 21st	Provide Professional Learning at Faculty Meeting	Provide professional learning at PLTs	Meet with Teachers on 11/4 Contract Day for Training (ibehavior strategies and alternate assessment training)	Professional learning with KATC (Kentucky Autism Training Center) at SES on December 4th for behavior strategies	Meet with teachers on Contract Day for professional learning	Provide Professional Learning at Department meetings and PLTs	Provide Professional Learning at Department meetings and PLTs	Provide Professional Learning at Department meetings and PLTs for KSA	Discuss needs for 25-26 school year
Develop model co-teaching classroom(s)		Co-Teaching Training on August 15th	Classroom Observations	Classroom Observations at MCE	Classroom Observations at CMZ	Support development of PLL	Send out Co-Teaching Tips and Tricks to all teachers	Classroom Observations and Feedback	Classroom Observations and Feedback for Implementation	Classroom Observations and Feedback	Discuss needs for 25-26 school year

Refocus SDI & PDM to increase student growth		Inclusion to Maximize SDI Training- August 15th	Support streamlining of PDM collection at GCHS	PDM Check-In at CMZ	PDM Check-In at MCE	PDM Check in GCHS and CMZ	Winter Retreat Work to increase effectiveness of SDI	Send out SDI strategies tips and tricks	Accommodations check-student independence and fluency readiness	District MAP PLT - analyze and target students/strategies for increasing growth and and preparing for KSA	Discuss needs for 25-26 school year
Systemize compliance checks	ARC Chairperson Training July 29th	ARC Chairs reviewing IEPs 2 days prior to ARCs	Review schools' ARC spreadsheets	Chair or attend ARCs to model procedures	Attend ARCs for consistency with compliance	Create comprehensive ARC spreadsheet for all ARCs	Attend ARCs for consistency with compliance	Attend ARCs for consistency with compliance	Support Folder Audit Reviews	Support Transition Meetings-check paperwork	Discuss needs for 25-26 school year

Safe and Healthy Culture

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

Funding Sources: Fund 1

Measures of Success: district-compiled PBIS Data, SEL Data

STRATEGIES	Grant County Schools will fully implement PBIS plans focused on academic behaviors 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
Refine PBIS expectations to prioritize academic behaviors	Train Administrators to clarify PBIS expectations	Support schools' revision of PBIS expectations to incorporate Solution Tree Learning with Academic Behaviors	Meet with counselors to develop plan for reinforcing academic behaviors	Follow up with administrators who attended Solution Tree RTI at Work Conference to support and reinforce learning regarding academic and social behaviors		Support school development of academic behavior academies for spring semester (i.e. Determination academy)	Partner in the study of academic behaviors with OTL	Partner with OTL to develop general "look fors" for students within PBIS	PDSA look fors with CS, counselors and teachers	Incorporate look fors into PBIS Visit Tool	Discuss Professional Learning needed for 25-26 school year
Monitor PBIS Implementation at all levels - elementary, middle, high		Meet with each counselor about each implementation plan and data collection process (via Dojo, PBIS app, IC)	Revise PBIS Visit Form	-Each school reports out PBIS data (via Dojo, PBIS app, IC) at Counselor Meeting -PBIS Classroom Visits in Effect	-Each school reports out PBIS data at Counselor Meeting -PBIS Classroom Visits focusing on teaching and reinforcing expectations	PBIS Classroom Visits in classrooms focusing on positive connections and relationships	-Each school reports out PBIS data (via Dojo, PBIS app, IC) at the Counselor Meeting -PBIS Classroom Visits focusing on positive connections and relationships	Add Component to PBIS Visit for March Focus	Finalize 24-25 PBIS Visit Component Look Fors	Analyze data from PBIS Visits- areas of strengths and areas to grow for 25-26	Discuss needs for 25-26 school year
Monitor SEL implementation at all levels - elementary, middle, high	Train Administrators to clarify SEL expectations		Conduct Monthly Counselor Meeting where counselors report out on SEL implementation	Conduct continuous improvement meetings at each school - include a status of PBIS and SEL	Conduct Monthly Counselor Meeting where counselors report out on SEL implementation	CSTAG training to equip staff with evidence-based practices for building a safe and supportive school culture	Partner with teachers for SEL check-ins	Observe School Social Worker SEL groups	Analyze data from Social Worker SEL Groups	Analyze effectiveness of SEL lessons and programs	Discuss curriculum needs for 25-26
Integrate district trauma-informed approach plan			Conduct suicide prevention and mental heath support trainings at GCMS and GCHS	Develop Trauma-Informed Plan in KDE Format	-Behavior Specialist will research resources for treatment options -Counselors at each level attend crisis response PrePARE training	Facilitate Trauma informed behavior walkthroughs with NKCES Trauma Plan submitted to KDE	Conduct suicide prevention and mental heath support trainings at GCMS and GCHS	Make changes to Trauma Informed Plan based on NKCES's feedback	Implement Trauma-Informed Plan feedback at each school	Prepare changes for 25-26 Trauma Plan development to be part of accountability system	Discuss needs for 25-26 school year
Systematic and Systemic Tier 2 Intervention	Collaborate with school leadership teams on the development/refinement of Tier 2 Intervention school-level plans	Schools will develop monitoring plans for Tier 2	Check each school's monitoring plan for interventions and data collection process	Administer SRSS as universal screener for Tier 2 data delineation by October 10th	Behavior Academies developed at each school per student need	Support and Check-in on Small Groups and Behavior Academies operating at each school	Winter Retreat Work will focus on Tier 2 and Tier 3	Attend School MTSS meetings, review data and students' progress	Highlight most effective CICO practices and behavior academy strategies	Review Behavior Support Menu for any changes/additions for 25-26 school year	Discuss needs for 25-26 school year
Systematic and Systemic Tier 3 Intervention	Develop Tier 3 Menu of Interventions to add to MTSS system	Review Tiers 1-3 intervention menu with counselors	Review schools' data collection process for Tiers 2-3	Review schools' exit criteria from Tier 2 (return to Tier 1, maintenance needed, or add Tier 3)	Attend School MTSS meetings, review data and students' progress	Support/Check-in on Behavior Plans and Individual Counseling at each school	Winter Leadership Retreat - revisit school-Rtl plans - provide feedback to schools	Partner Visit to support implementation of winter retreat feedback at schools		Review Behavior Support Menu for any changes/additions for 25-26 school year	Review Intervention Plans and provide feedback to schools in preparation for the 25-26 school year. Summer Retreat will have a component on Tiered Intervention and MTSS.

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

Funding Sources: Deeper Learning Grant (OVEC); Fund 1

Measures of Success: Documentation of the SUCCEED plan for grades K -12 and increased graduation rates.

STRATEGIES	Grant County Schools will implement SUCCEED plan (Profile of a Learner) to ensure students graduate and are prepared for life after high school.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Systemize the Deeper Learning System			Review the system at Deeper Learning Meeting				January 10th Deeper Learning Lead meeting - update SUCCEED criteria to get first draft ready for admin team	Conduct survey of stakeholders for input on draft of SUCCEED criteria.	Deeper Learning Lead meeting - review input from all stakeholders and present first draft of updated SUCCEED	Present draft of updated SUCCEED criteria at board work session.	PDSA Deeper Learning System and related processes to update processes to reflect updated SUCCEED criteria.
Monitor SUCCEED plan and implementation at each level - elementary, middle, high			Verify that all 5th, 8th, and 12th grade students will be completing a defense of learning at deeper learning		Deeper Learning Meeting scheduled for 11-11-24 Check on progress for grades		January 10th Deeper Learning Leads will update district team on progress. GCHS will share out about December		Deeper Learning Lead meeting - progress update on all grade levels.		May Meeting - Deeper Learning Leads will debrief on all processes at each level (5th, 8th, 12th grades) and make

Objective 3 and Measures of Success - Improve Student Attendance

Funding Sources: N/A

Measures of Success: Student Attendance data; 2% increase in ADA

STRATEGIES	Grant County Schools will effectively implement the Grant County Schools Attendance Protocol 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 district Attendance Protocol	Review/Revise Attendance Intervention System Protocol. Share Attendance Intervention System Protocol with appropriate stakeholders. Create attendance flyer to send to all households via IC. Meet with District Health Coordinator and revise/revisit St. Elizabeth virtual health. Meet with District Health Coordinator and determine building level nurses calendar for the 2023-24 school year.				Examine student attendance data by attending building level attendance intervention team meetings. Monthly Attendance Secretary Meeting. Get on the agendas of the monthly FRYSC and School Counselor meetings to discuss attendance intervention concerns and interventions						PDSA attendance system and update

Monitor the implementation of Attendance Plans at all levels - elementary, middle, high	Meet with building level personnel to discuss Attendance Intervention System Protocol. Train and assist schools in completing "no-shows" the first day of school. Pull daily attendance reports the first two weeks of school. Meet with building level teams and discuss interventions established for high risk students. PROMOTE HIGH ATTENDANCE DAY Conduct Monthly Attendance Secretary Meeting.	Meet with students identified from school teams. Develop a list of at-risk attendance students and meet with attendance teams				Review list of at-risk attendance students and plan of action for each building. Review attendance reports by building for first semester. File charges with court for second semester. Meet with stakeholders in regards to PBIS and examine student data for those rewarded. Conduct student/parent meetings to discuss attendance for second semester.	Complete home visits for start of second semester. Meet with list of at-risk attendance students identified to start second semester. Monthly Attendance Secretary Meeting. Meet with District Health Coordinator to review St. Elizabeth Virtual Health Care data from first semester. Building level Nurses Meeting	Meet with building level Principals to discuss specific charges. Continue to meet with students, complete home visits. Meet with building level teams and discuss and revise interventions for established high risk attendance students. Monthly Attendance Secretary Meeting.	Monthly Attendance Secretary meeting. Conduct student/parent meetings to discuss attendance for remainder of year and beginning of next year. Building level Nurses Meeting	Get on the agendas of the monthly FRYSC and School Counselor meetings to discuss attendance intervention concerns and interventions that need revision prior to next year. Monthly Attendance Secretary meeting. Check in with court system on charges filed. Meet with stakeholders in regards to PBIS and examine student data for those rewarded.	Review attendance reports for second semester. Begin to complete annual attendance and other IC generated reports. Complete SAAR reports for KDE Obtain a list of students on court docket for June and submit IC reports to court system. Review final attendance report and submit to GCBOE on changes in attendance, protocol implemented, etc.
	Objective 4 and Measures of Success - Ensure High-Quality Safety Measures										
Funding Sources: Fund 1											
Measures of Success: Safety walkthrough data											
STRATEGIES	Grant County Schools will implement a highly effective safety plan 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
Ensure effectiveness of safety procedures and SROs	Update Handle with Care forms and submit to KSP. Contact Jennifer Taylor to update contacts for STOP tipline. Complete and submit form for HB 63 by August 1st. Send Active Shooter video to principals after July 15th release - this includes district online trainings. Have principals review "Safety" protocol.	Begin reviewing Emergency Management Plans with building-level leadership teams. Building level walkthroughs with Scott Shipp. Have STOP tipline student video uploaded to our district website.	Principals to send Terroristic Threatening letter to all households. Meet with principals to discuss "School Risk Assessment" form prior to Safety Audit. Building level walkthroughs with Emergency Responders and SROs prior to the start of school. Have students watch STOP tipline video on district website in beginning of year student training.	Complete staff participation reports for required online trainings. Track building level emergency drills - required for first days of school. Complete building level safety walkthroughs in areas of school safety. Meet with building level principals in regards to OVEC "threat assessment" model grant and determine use of forms.	Collaborate with SRO and local law enforcement to conduct a lockdown drill at each secondary school. Check-in and monitor building level compliance for required emergency drills.	Complete building level walkthroughs in areas of school safety. Meet with principals and review a section of their Emergency Management Plans. Discuss first semester safety concerns and revisions prior to start of second semester.	Work with principals on bomb drill procedures: changes and revisions for second semester. Work on district assignments for school level safety and responsibilities while on-site.	Schedule and assist with bomb drills in each building. Work with SRO to complete lockdown drills for each building.	Complete building safety walkthroughs for each building. Monitor building level emergency drills - required monthly.	Building level principals will submit EMPs to their SBDMs for awareness / approval. Meet with principals and review a section of their Emergency Management Plans. Work on district level safety plans and assignments. Work with Safe Schools Auditor for any changes, revisions, compliance issues needed for each building.	Complete end-of-year walkthroughs for each building. Identify and report any issues to District Maintenance Director. Ensure each building submits school safety / discipline reports prior to the end of the school year. Finish protocol for district level safety plans. Have principals submit EMPs for review to begin at July retreat. Submit district level data in final reports to KDE.