Gilmer County Schools (022) Public District - FY 2023 - Gilmer County High School (022-501) Public School - School Strategic Plan - Rev 1

* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.

LSIC

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Gilmer County Schools (022) Public District - FY 2023 - Gilmer County High School (022-501) Public School - School Strategic Plan - Rev 1

* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

GCHS Vision Statement

Upon completion of a defined program of study, students will be prepared to succeed as lifelong learners in the work force.

GCHS Mission Statement
Educating for the future, training for a career, developing a community.

Core Beliefs
Gilmer County High School guides student learning by providing engaging classrooms, teaching values and skills in a 21st Century world, and how to find information to solve problems. All teachers believe that every student can learn and achieve their personal goals, providing they take the time and effort to work.

Gilmer County Schools (022) Public School District - FY 2023 - Gilmer County High School (022-501) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2021-22) % of Students	County (2021-22) % of Students	School (2021-22) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	49.98	46.56	47.53
English Learners	0.75	--	--
Foster Care	1.46	2.75	2.91
Homeless	3.18	0.75	0.90
Military Connected	0.29	0.13	0.22
Students with Disabilities	19.28	20.65	18.83
Race			
American Indian or Alaska Native	0.08	--	--
Asian	0.63	--	--
Black or African American	4.05	0.63	0.90
Hispanic or Latino Native	2.10	0.50	0.90

Multi-Racial	4.06	1.38	1.57
Native Hawaiian or Other Pacific Islander	0.04	--	--
White	89.05	97.50	96.64
Gender			
Female	48.32	47.43	47.53
Male	51.68	52.57	52.47

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

At Gilmer County High, we have nearly 50% of students in the Low SES category.
Nearly 20% are special education/students with disabilities. The percentage is slightly lower than the state average.
Racial data indicates primarily white with very little diversity.
Gender data indicates more slightly more males than female (51.68% vs. 48.32%)

The percentage of GCHS in virtual education includes 12.5%. Slightly more boys than girls are in virtual education.

Approximately 4% of students are taking a course for credit recovery. Slightly more boys are taking credit recovery courses than girls.

Demographic Needs Assessment Summary:
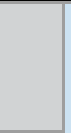
* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Discussion among the group feels (and later needs assessment will support) that boys have more difficulties in learning, discipline, and attendance that girls. About 65% of special education students are boys. Some attention to boys achievement in these areas may be an area to consider in planning.

Gilmer County Schools (022) Public District - FY 2023 - Gilmer County High School (022-501) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Academic Data

Color Reference Guide

	Exceeds Standard
	Meets Standard
	Partially Meets Standard
	Does Not Meet Standard
	Below Cell Size
	Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	56.97	58.63	60.28	60.28	61.94	63.59	65.25	66.90	68.56	70.21	71.87	73.52	75.18	76.83	78.49

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	43.43	--	47.88		39.23	39.97
Status						
Economically Disadvantaged	37.33	--	34.82	(maroon)	28.97	28.71
English Learners	--	--	--	(gray)	--	26.48
Foster Care	0.00	--	50.00	(yellow)	40.00	22.66
Homeless	66.67	--	0.00	(maroon)	0.00	24.12
Military Connected	--	--	100.00	(green)	100.00	54.71
Students with Disabilities	12.50	--	8.82	(maroon)	12.09	9.86
Race						
American Indian or Alaska Native	--	--	0.00	(maroon)	0.00	31.46
Asian	100.00	--	--	(gray)	--	71.90
Black or African American	0.00	--	50.00	(yellow)	33.33	25.34
Hispanic or Latino Native	0.00	--	66.67	(yellow)	50.00	34.50
Multi-Racial	50.00	--	66.67	(blue)	60.00	34.60

Native Hawaiian or Other Pacific Islander	--	--		--	--	50.00
White	43.53	47.79		--	39.10	40.69
Gender						
Female	57.65	61.26		--	47.67	44.65
Male	30.00	36.00		--	31.82	35.54

ELA Academic Progress

Student Groups	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students		% of Students	% of Students
All				
Status				
Economically Disadvantaged				
English Learners				
Foster Care				
Homeless				
Students with Disabilities				
Race				
American Indian or Alaska Native				
Asian				

Black or African American		
Hispanic or Latino Native		
Multi-Racial		
Native Hawaiian or Other Pacific Islander		
White		
Gender		
Female		
Male		

Reading Lexile Distribution - School (2020-21)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6	--	--	--	--	--
7	--	--	--	--	--
8	--	--	--	--	--
11	--	--	--	--	--

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care,

Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found <u>here</u>, under Strategic Planning Tool Resources.

SWD are below state averages at GCHS in ELA Performance. Males perform significantly lower than females in ELA Performance. Males at GCHS perform nearly at the state average in ELA.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Kansas Writing is used across grade levels	Scale score on GSA indicates that GCHS is above the state average.
Thinking maps/4 square writing strategies	Scale score on GSA indicates that GCHS is above the state average.
Literacy coaches to support teachers' strategies	Scale score on GSA indicates that GCHS is above the state average.

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Girls are excelling above the state average by 17%. Boys are at the state average in ELA. The success in ELA may be attributed to programs that are systematic such as Kansas Writing Strategies, thinking maps, four square, and the utilization of the literacy coach and instructional coaching.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	41.21	43.47	45.73	45.73	47.99	50.25	52.52	54.78	57.04	59.30	61.56	63.82	66.08	68.34	70.60

NOTE: To review subgroup target information, please visit ZoomWV for Educators

Mathematics Proficiency

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	24.57	--	25.00	[red]	24.94	28.08
Status						
Economically Disadvantaged	12.00	--	14.29	[red]	14.95	17.91
English Learners	--	--	--	[gray]	--	22.65
Foster Care	50.00	--	30.00	[red]	26.67	14.03
Homeless	33.33	--	0.00	[red]	0.00	14.83
Military Connected	--	--	100.00	[green]	100.00	45.13

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Student Groups			2020-21 Scorecard Rating		
Students with Disabilities	0.00	--	5.88	(red)	12.09	8.03
Race						
American Indian or Alaska Native	--	--	0.00	(red)	0.00	18.68
Asian	0.00	--	--	(grey)	--	68.14
Black or African American	0.00	--	0.00	(red)	0.00	13.55
Hispanic or Latino Native	0.00	--	0.00	(red)	0.00	21.02
Multi-Racial	0.00	--	33.33	(yellow)	40.00	22.05
Native Hawaiian or Other Pacific Islander	--	--	--	(grey)	--	40.00
White	25.29	--	25.66	(red)	25.31	28.80
Gender						
Female	31.76	--	29.73	(red)	26.42	26.75
Male	17.78	--	20.80	(red)	23.64	29.33

Math Academic Progress

Student Groups	School (2020-21)		2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
		% of Students		% of Students	% of Students
All					
Status					

Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

Mathematics Performance Distribution - School (2020-21)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band

3					
4					
5					
6	¦	¦	¦	¦	¦
7	¦	¦	¦	¦	¦
8	¦	¦	¦	¦	¦
11	¦	¦	¦	¦	¦

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Male and female trends at GCHS do not match state trends. Males are more than 8 percentage points lower than females at GCHS and 8 percentages points below the state average. Females at GCHS perform 3.5% higher than the state average in Math.

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Math Professional Learning Communities meet and discuss math strategies. Some members are also involved with M3T collaborative that include strategies for improving student engagement in math.	Scale score on GSA indicates that GCHS is above the state average.

IXL Math software with aligned math activities to WV content standards, individualized based on assessment	PSAT 9 data indicates that GCHS is 13 points above the state average for Grade 9 math

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Male and female trends at GCHS do not match state trends. Males are more than 8 percentage points lower than females at GCHS and 8 percentages points below the state average. Females at GCHS perform 3.5% higher than the state average in Math.

English Language Proficiency Assessment Results (ELPA21)

	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	100.00	--	--	--	30.85

Detailed data by domain is available at ZoomWV for Educators

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	0	--	--	--	382
Level 2	0	--	--	--	257

	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 3	0	--	--	--	530
Level 4	0	--	--	--	169
Level 5	1	--	--	--	160

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	0	--	--	--	384
Level 2	0	--	--	--	268
Level 3	0	--	--	--	612
Level 4	0	--	--	--	120
Level 5	1	--	--	--	114

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	0	--	--	--	265
Level 2	0	--	--	--	229
Level 3	0	--	--	--	424
Level 4	0	--	--	--	291
Level 5	1	--	--	--	289

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2018-19	School 2019-20	School 2020-21	County 2020-21	State 2020-21
Level 1	0	--	--	--	126
Level 2	0	--	--	--	132
Level 3	0	--	--	--	451
Level 4	0	--	--	--	444
Level 5	1	--	--	--	345

> Not Applicable if EL cell size is 0

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

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School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide

	Exceeds Standard
	Meets Standard
	Partially Meets Standard
	Does Not Meet Standard
	Below Cell Size

On Track

Not Applicable (Elementary and Middle Schools)

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	94.05	89.81	65.00		65.00	71.96
Status						

Subgroup				
Economically Disadvantaged	95.00	79.55	48.14	57.91
English Learners	--	--	--	56.29
Foster Care	100.00	--	100.00	51.97
Homeless	--	--	--	53.24
Military Connected	--	--	--	95.00
Students with Disabilities	91.67	75.00	27.77	60.89
Race				
American Indian or Alaska Native	--	--	--	46.15
Asian	--	--	--	87.50
Black or African American	--	100.00	--	57.93
Hispanic or Latino Native	--	--	--	64.82
Multi-Racial	--	--	100.00	63.74
Native Hawaiian or Other Pacific Islander	--	--	--	75.00
White	94.05	89.42	64.40	72.93
Gender				
Female	95.65	93.48	77.27	75.35
Male	92.11	87.10	57.89	68.77

10th Graders with Twelve Earned Credits

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All	97.61	94.44	80.00	80.00	85.47
Status					
Economically Disadvantaged	100.00	86.36	66.66	66.66	76.25
English Learners	--	--	--	--	74.07
Foster Care	100.00	--	100.00	100.00	75.00
Homeless	--	--	--	--	72.43
Military Connected	--	--	--	--	97.50
Students with Disabilities	100.00	83.33	55.55	55.55	77.98
Race					
American Indian or Alaska Native	--	--	--	--	84.61
Asian	--	--	--	--	95.31
Black or African American	--	100.00	--	--	75.76
Hispanic or Latino Native	--	--	--	--	81.10
Multi-Racial	--	--	100.00	100.00	78.20
Native Hawaiian or Other Pacific Islander	--	--	--	--	87.50
White	97.61	94.23	79.66	79.66	86.17
Gender					

	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
Female	100.00	95.65	90.90	90.90	87.51
Male	94.73	93.54	73.68	73.68	83.56

10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All	90.47	85.18	65.00	65.00	72.44
Status					
Economically Disadvantaged	90.00	72.72	48.14	48.14	58.58
English Learners	--	--	--	--	57.03
Foster Care	100.00	--	100.00	100.00	52.63
Homeless	--	--	--	--	54.05
Military Connected	--	--	--	--	95.00
Students with Disabilities	83.33	66.66	27.77	27.77	62.34
Race					
American Indian or Alaska Native	--	--	--	--	46.15
Asian	--	--	--	--	87.50
Black or African American	--	100.00	--	--	58.63
Hispanic or Latino Native	--	--	--	--	65.61

Multi-Racial	63.74	100.00	100.00	--	--
Native Hawaiian or Other Pacific Islander	75.00	--	--	--	--
White	73.41	64.40	64.40	84.61	90.47
Gender					
Female	75.72	77.27	77.27	91.30	91.30
Male	69.36	57.89	57.89	80.64	89.47

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
90.14	90.51	90.89	91.26	91.64	92.01	92.38	92.76	93.13	93.50	93.88	94.25	94.63	95.00

Graduation 4-Year Cohort

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	91.94	90.38	93.33		93.33	91.12
Status						
Economically Disadvantaged	100.00	82.76	88.00		88.00	85.42
English Learners	--	--	--		--	91.26

Graduation 5-Year Cohort

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
Foster Care	--	--	--		--	--
Homeless	--	--	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	100.00	50.00	87.50		87.50	82.67
Race						
American Indian or Alaska Native	--	--	--		--	94.44
Asian	--	100.00	--		--	100.00
Black or African American	100.00	--	--		--	86.84
Hispanic or Latino Native	--	--	--		--	88.64
Multi-Racial	100.00	100.00	--		--	89.86
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	91.67	90.00	93.33		93.33	91.33
Gender						
Female	92.31	89.29	92.00		92.00	93.38
Male	91.67	91.67	95.00		95.00	89.00

	% of Students	% of Students	% of Students		% of Students	% of Students
All	97.01	91.94	92.31		92.31	92.70
Status						
Economically Disadvantaged	95.92	100.00	86.21		86.21	88.05
English Learners	--	--	--		--	96.04
Foster Care	--	--	--		--	--
Homeless	--	--	--		--	--
Military Connected	--	--	--		--	--
Students with Disabilities	88.89	100.00	50.00		50.00	84.95
Race						
American Indian or Alaska Native	--	--	--		--	88.24
Asian	--	--	100.00		100.00	98.67
Black or African American	100.00	100.00	--		--	87.69
Hispanic or Latino Native	100.00	--	--		--	93.75
Multi-Racial	100.00	100.00	100.00		100.00	87.75
Native Hawaiian or Other Pacific Islander	--	--	--		--	88.89
White	96.88	91.67	92.00		92.00	93.01
Gender						

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	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
Female	100.00	92.31	92.86		92.86	94.11
Male	93.33	91.67	91.67		91.67	91.41

Post-Secondary Achievement Data

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						

Hispanic or Latino Native							
Multi-Racial							
Native Hawaiian or Other Pacific Islander							
White							
Gender							
Female							
Male							

College Readiness (AP/IB)

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					

Race

American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					

Gender

Female					
Male					

College Readiness (Dual Credit)

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
All					
Status					
Economically Disadvantaged					
English Learners					

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	County (2020-21) % of Students	State (2020-21) % of Students
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

All							
Status							
Economically Disadvantaged							
English Learners							
Foster Care							
Homeless							
Military Connected							
Students with Disabilities							
Race							
American Indian or Alaska Native							
Asian							
Black or African American							
Hispanic or Latino Native							
Multi-Racial							
Native Hawaiian or Other Pacific Islander							
White							
Gender							
Female							
Male							

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Zoom dashboard data. Insert it here.

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Credit recovery programming is available. Odyssey software is used by the district for this purpose.	Twenty-three credits were recovered in GCHS summer school in 2021. Talk with T. Fisher about the summer school recovery data

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

SWD subgroup has a 28% of students having credits in core classes necessary to be on track for graduation. Longitudinal data shows a sharp decrease in student acquisition of core credits necessary for graduation in the "all" subgroup. Some of this decrease is attributed to SWD taking virtual school coursework and the absences and school closure caused by COVID-19.

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School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

🟩	Exceeds Standard
🟦	Meets Standard
🟨	Partially Meets Standard
🟥	Does Not Meet Standard
⬜	Below Cell Size

Attendance - Percent of students chronically absent

Student Groups	School (2018-19)	School (2019-20)	School (2020-21)	2020-21 Scorecard Rating	County (2020-21)	State (2020-21)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	18.73	18.07	22.60	🟥	18.94	12.90
Status						
Economically Disadvantaged	20.97	22.11	31.86	🟥	26.26	19.25

	Col1	Col2		Col3	Col4	Col5
English Learners	11.60	--	(gray)	--	--	--
Foster Care	21.49	38.10	(red)	38.46	33.33	0.00
Homeless	21.54	57.14	(red)	60.00	20.00	50.00
Military Connected	4.97	0.00	(green)	0.00	--	--
Students with Disabilities	17.37	24.50	(red)	26.76	22.22	12.77
Race						
American Indian or Alaska Native	13.64	50.00	(red)	50.00	--	--
Asian	3.86	--	(gray)	--	0.00	0.00
Black or African American	21.13	0.00	(green)	0.00	0.00	0.00
Hispanic or Latino Native	13.80	0.00	(green)	0.00	0.00	0.00
Multi-Racial	17.52	33.33	(red)	25.00	0.00	0.00
Native Hawaiian or Other Pacific Islander	9.26	--	(gray)	--	--	--
White	12.37	18.91	(red)	22.84	18.58	19.25
Gender						
Female	12.50	19.34	(red)	22.51	15.18	19.35
Male	13.27	18.60	(red)	22.69	20.66	18.18

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2018-19) % of Students	School (2019-20) % of Students	School (2020-21) % of Students	2020-21 Scorecard Rating	County (2020-21) % of Students	State (2020-21) % of Students
All	--	--	--		95.50	98.57
Status						
Economically Disadvantaged	--	--	--		92.21	98.04
English Learners	--	--	--		--	99.52
Foster Care	--	--	--		100.00	96.35
Homeless	--	--	--		100.00	97.93
Military Connected	--	--	--		--	99.82
Students with Disabilities	--	--	--		95.00	97.52
Race						
American Indian or Alaska Native	--	--	--		--	98.97
Asian	--	--	--		--	99.68
Black or African American	--	--	--		100.00	97.16
Hispanic or Latino Native	--	--	--		100.00	98.98
Multi-Racial	--	--	--		80.00	98.17
Native Hawaiian or Other Pacific Islander	--	--	--		--	98.55

White	--	--	--		95.72	98.63
Gender						
Female	--	--	--		98.57	99.28
Male	--	--	--		92.98	97.90

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Include ZOOM data here

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Truancy Diversion actions are used as a deterent to student absences, however during the COVID-19 pandemic some actions were softened during the 20-21 SY.	Visitation of local law enforcement and truancy diversion specialist helps increase student attendance.
Using data from ZOOM to analyze and counsel with students of highest need in the areas of attendance and discipline.	Lists are generated for identifying students at risk to provide services that make improvements in attendance and discipline.

Grad 2020 was a state funded grant program to improve student attendance. Gift cards were provided as incentives to help improve attendance.

Having a drawing for an iPad helps bring attendance to faithful and better attendance.

This was a positive reinforcement and students are excited to have these drawings.

Students are given free attendance into ballgames with perfect attendance.

Less than 20 students typically win this honor but it is effective to encourage good attendance.

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

COVID has had a negative effect in multiple ways upon student attendance rates. Some students were sick and quarantined. Some were kept home by parents in fear of COVID. Days of closure due to COVID also set a lower expectation for school attendance. Those strategies currently in place will continue for attendance.

School Strategic Plan - Educator Effectiveness Data

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

Performance Level	School (2020-21)	County (2020-21)	State (2020-21)
	% of Teachers	% of Teachers	% of Teachers
Distinguished	2.38	10.13	13.24
Accomplished	92.86	84.81	83.32
Emerging	-	2.53	3.32
Unsatisfactory	4.76	2.53	0.12

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Standards Based Instruction

Standards Based Instruction(Based on 56 walkthroughs)	Selected %	
1.Curriculum, Instruction, and Assessment are aligned to standards	45	80.4 %

2.Student work demands expectation   41   73.2 %

3.Formative assessment processes are utilized to measure student performance 34   60.7 %

4.Instructional time is utilized efficiently and effectively   43   76.8 %

According to walk through data, instruction is based on standards (80.4%). Student work generally demands high expectations from students. Formative assessment could be utilized in greater frequency and instructional time could be utilized more effectively. Conversations will be held with teachers in professional development sessions around these topics and discussed in school leadership team meetings.

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Teachers at GCHS receive lower distinguished ratings that the state average but higher accomplished ratings than state averages.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

APL strategies provided specific strategies to improve student engagement and improve classroom discipline. GCHS provided professional development in technology, schoology, TEAMS, standards-based instruction, STREAM, flipgrid, and EdPuzzle.

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Plan Items

1 Math Goal

Description:

80% of students in grades 6-12 will show growth utilizing the Star State Performance report (grades 6-8) or Star ACT/SAT Readiness report (grades 9-12) by the end of the 2022-2023 school year.

PM 1.1 Formative Assessment

Description:

To improve mathematics scores across all grade levels, there will be a concerted system-wide effort to identify and remediate weaknesses in math using various data sources including STAR, IXL, and interims as benchmark data tools. Students will be benchmarked a minimum of three times in the academic year (beginning, middle, and end of semester).

S 1.1.1 Formative Assessment Data Review

Description:

During PLC time, teachers will review all formative assessments including STAR, IXL, and interim math data and create intervention plans to remediate deficiencies.

AS 1.1.1.1 Support for Benchmark Assessments

Description:

Math teachers will review formative assessment data at PLC meetings within the department to identify deficiencies that appear to be department-wide and address those needs through SAT, tutoring, and other supports. Math teachers will share out math data to other departments.

Person Responsible:

Math Department Teachers

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

Funding Application	Grant	Notes	Amount
Other	Other	after school tutoring 4 tutors and ESL	$11,000.00

AS 1.1.1.2 Provide additional support for math.

Description:

Students will be recommended by teachers/SAT committee for tutoring. Teachers will be employed for after-school tutoring to provide extra time, extra help for students who are having difficulty in math. Additionally, math teachers may use other time during the day to engage students in math remediation. After school buses are budgeted to increase after school tutoring for students.

Person Responsible:

SAT Team

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.3 Real World Math Application

Description:

All content teachers, who integrate math into their curriculum, (such as physics using various algebraic expressions to solve a trajectory problem) will develop professional goals that work to help support the math application. Data will be provided by the math teachers that provide a snapshot of weak skill sets with various groups of students.

Person Responsible:

Individual Teachers

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.4 Tier II System of Support

Description:

GCHS will focus on providing intervention support within the classroom to provided opportunities for students that struggle within the content.

Person Responsible:

Math Teachers

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.5 Advisory

Description:

Students will focus on creating goals, during advisory, that are based on various data sources (Livegrades, disciplines, STAR, IXL etc.). The structure will be provided to advisory teachers to ensure advisory time's potential is maximized.

Person Responsible:

Brandon Payne

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.6 Attendance

Description:

Certificates will be presented to students to have perfect attendance and faithful attendance. The attendance recognition will be published on our FB page, school website, and the school paper.

Person Responsible:

John Putnam

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.7 IXL

Description:

Grades 9-12 will utilize IXL to provide weekly practice concerning mathematical skills to ensure proficiency.

Person Responsible:

Math Teachers

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.8 Scheduling Extra Time for Math 7/8

Description:

Mr. Reed to schedule Math applications for students in grades 7/8 to provide extra time for math instruction to occur.

Person Responsible:

Daniel Reed

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.9 Math Labs

Description:

Algebra I, Geometry, and Algebra II labs will be kept in the schedule to ensure mastery of content for students grades 9-12.

Person Responsible:

Daniel Reed

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.10 6th Grade Math Teacher

Description:

Maintain 6th-grade teacher assignment to put a certified math teacher in place to teach all math content for 6th grade.

Person Responsible:

Daniel Reed

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.11 PBIS Implementation Grades 6-8

Description:

PBIS component will be maintained in grades 6-8

Person Responsible:

John Putnam

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 1.1.1.12 Incentive for students to enroll in higher math courses

Description:

Trigonometry will receive a weighted value in a student's GPA and will be included as an honors course designation.

Person Responsible:

John Putnam

Estimated Begin Date:

6/1/2022

Estimated Completion Date:

7/29/2022

AS 1.1.1.13 Middle School Math Enrichment/Remediation

Description:

Each 7th and 8th grade student will receive an additional 9 weeks of Math Enrichment and Remediation for the 2022-23 school year by rescheduling a math teacher from teaching health to teaching math.

Person Responsible:

John Putnam

Estimated Begin Date:

6/1/2022

Estimated Completion Date:

6/1/2023

AS 1.1.1.14 Algebra I for 8th Grade

Description:

Algebra I will be offered to high achieving 8th grade students based on summative and benchmark test scores and classroom grades. This will help increase the opportunities for the cohort to be able to take higher math courses in their junior and senior years.

Person Responsible:

Brandon Payne

Estimated Begin Date:

6/1/2022

Estimated Completion Date:

6/2/2023

AS 1.1.1.15 Standards Deep Dive for Math Teachers

Description:

Math teachers will receive professional development on unpacking their math standards under the support and direction of the district Curriculum Director.

Person Responsible:

Shelly Mason

Estimated Begin Date:

9/9/2022

Estimated Completion Date:

6/2/2023

2 ELA Goal

Description:

80% of students grades 6-12 will show growth in citing strong and thorough evidence to support analysis of what the literary/informative text says explicitly as well as inferences are drawn from the literary/informative text utilizing STAR, IXL, and classroom assessment data.

PM 2.1 Formative Assessment

Description:

Teachers will review all formative assessments including STAR, IXL, and interim ELA data, and create intervention plans to remediate deficiencies

S 2.1.1 Formative Assessment Data reivew

Description:

During PLC time, teachers will review all formative assessments including STAR, IXL, and interim ELA data and create intervention plans to remediate deficiencies.

AS 2.1.1.1 Provide additional support for ELA

Description:

SAT committee/Teachers will identify students who need support in ELA and be recommended for tutoring. Teachers will be hired to provide after school support for students who are struggling with ELA. Additionally, teachers may elect to use other time during the instructional day to help students with ELA. After school busses have been budgeted to increase participation.

Person Responsible:

SAT Committee

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

Funding Application	Grant	Notes	Amount
Step 7a	Step 7a	Four after school tutors for high school and ESL	$11,000.00

AS 2.1.1.2 Support for Benchmark Assessments

Description:

Teachers will review STAR benchmark data at PLC meetings within the department and identify deficiencies that appear to be department-wide. These deficiencies will be communicated to other departments to provide support where aligned with the curriculum.

Person Responsible:

ELA Department Teachers

Estimated Begin Date:

8/8/2021

Estimated Completion Date:

6/3/2022

Funding Application	Grant	Notes	Amount
Consolidated	Title II Part A	Stipends for meeting in addition to calendar PLCs	$1,000.00

AS 2.1.1.3 Supplemental Materials

Description:

Purchase supplemental content-related reading materials for teachers to use in the classroom. Faculty Senate voted to set aside monies for extra reading materials for all content areas at every grade level. Levy funds will also be used to support this.

Person Responsible:

Teachers

Estimated Begin Date:

8/8/2021

Estimated Completion Date:

6/3/2022

Funding Application	Grant	Notes	Amount
Other	Other	Faculty Senate funding to provide reading material	$500.00

AS 2.1.1.4 Advisory

Description:

Students will focus on creating goals that are based on various data sources (Livegrades, disciplines, STAR, IXL etc.). The structure will be provided to advisory teachers to ensure advisory time's potential is maximized.

Person Responsible:

Brandon Payne

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 2.1.1.5 Attendance

Description:

A certificate will be provided at an awards assembly to students who have perfect and faithful attendance.

Person Responsible:

Brandon Payne

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 2.1.1.6 Business Management and Administration

Description:

Strengthen the business management and administration CTE pathway by making more room in the teacher's schedule for BCAII, accounting, and personal finance, courses to be taught each year. By eliminating a graduation rerquirement of BCAI, this action step will be attainable.

Person Responsible:

Brandon Payne

Estimated Begin Date:

8/8/2022

Estimated Completion Date:

6/3/2023

AS 2.1.1.7 IXL

Description:

Grades 9-12 will utilize IXL to provide weekly practice concerning ELA skills to ensure proficiency.

Person Responsible:

Brandon Payne

Estimated Begin Date:

8/8/2021

Estimated Completion Date:

6/3/2022

AS 2.1.1.8 Literacy Support for ELA Teachers

Description:

District Literacy Coach will be at GCHS weekly to work on TIDE, Kansas Writing and Thinking Maps.

Person Responsible:

Cherri West

Estimated Begin Date:

6/1/2022

Estimated Completion Date:

6/2/2023

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☑ **Not Applicable**

	Required Items [Expand All] [Collapse All]	Component Met
1)	**Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups	☐
	Explanation	
2)	**Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program	☐
	Explanation	
3)	**Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time	☐
	Explanation	
4)	**Provide an enriched and accelerated curriculum** Address strategies that provide an enriched and accelerated curriculum	☐
	Explanation	

5) **Address the needs of at-risk learners** Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS - Professional development and teacher recruitment - Preschool transition **Explanation**	☐
6) **Parent and family engagement** Address strategies that increase the parent and family engagement **Explanation**	☐

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☑ **Not Applicable**

	Required Items [Expand All] [Collapse All]	Component Met
1)	**Identify students to be served** Address strategies to identify students to be served	☐
	Explanation	
2)	**Opportunities for all children including subgroups** Address strategies to create opportunities for all children including subgroups	☐
	Explanation	
3)	**Activities that strengthen a well-rounded educational program** Address strategies that strengthen a well-rounded educational program	☐
	Explanation	
4)	**Increase the quality and amount of learning time** Address strategies that increase the quality and amount of learning time	☐
	Explanation	

5) □ **Provide an enriched and accelerated curriculum**
Address strategies that provide an enriched and accelerated curriculum

Explanation

6) □ **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

7) □ **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation

8) □ **Coordination of program**
Address strategies that coordinate program services

Explanation

9) □ **Minimize pull-out instruction**
Address strategies that minimize pull-out instruction

Explanation

10) □ **Review progress of children served under the program**

Address strategies to review the progress of children served under the program

Explanation

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Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

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Checklist Description (Collapse All   Expand All)