

Comprehensive Progress Report

Mission: When the Greene County Technical School District was organized, it was done in a manner in which the school met the specific needs of the community it served. The goal of the GCT School District continues to be to meet the needs of students who are entering into college or the workplace. The GCT School District is committed to Investing in the Future...One Student at a time. We research and implement the best educational practices that will prepare our students to the best of their abilities for their chosen field or endeavor. The GCT School District is committed to excellence and to working with parents, staff, and community members.

Vision:

Goals:

Articulate a clear strategic plan to ensure that all system processes are coordinated and clearly align and define support of the system's purpose.

Develop and deploy clearly defined processes for data driven decision making across the system.

Enhance the state required mentoring, coaching and induction program so that the system's instructional model is implemented by all teachers and is consistent with the system's values and beliefs.

Implement an instructional model that ensures student collaboration, differentiated instruction and fosters student use of higher level thinking skills.

Increase opportunities for appropriate and varied stakeholders to shape decisions and work collaboratively on school improvement efforts.

Using evidenced-based instructional strategies, our students will demonstrate continued improvement in their literacy skills (Reading, Writing, Spelling, English) as measured in various data such as Report Card grades, formative and summative evaluations by the end of the 18-19 school year.

Using evidence based instructional strategies, GCT students will demonstrate continued improvement in their math skills as measured through report cards and ACT Aspire formative and summative tests by the end of the 18-19 school year.



! = Past Due Objectives KEY = Key Indicator						
Core Function:			District Context and Support for School Improvement			
Effective Practice:			Improving the school within the framework of district support			
		IA02	The district includes community organizations in district and school improvement planning and maintains regular communication with them.(2)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Due to the COVID 19 pandemic, GCT worked with the state/local	Limited Development 01/25/2016		

agencies, staff, students, and parents/guardians to develop a Ready To Learn Plan. The district used the Ready to Learn Playbook as a guide to break into committees and subcommittees that reviewed all the current data. Also, the district reviewed academic, economic, health, and behavioral consequences from the school being closed due to COVID 19. The district's Ready to Learn Plan is a fluid plan that is implemented to undertake education during a global health pandemic. The community, staff, students, and parents played a huge part in the district's decision on how to provide a high quality education for all students. The district's plan offered Blended Learning or Virtual Learning for all students. The district's Ready to Learn Plan details what these two instructional strategies look like for students, staff, and families. Additionally, this year the district developed a Digital Learning Plan for the 2021-2022 school year. This plan has been submitted for review and approval. When the 2021-2022 Digital Learning Plan is approved, it will be posted on the district's webpage. Each building develops and reviews their School Improvement Plans and Literacy Plans. These plans contain information on curriculum, interventions, strengths and weakness of each building. These plans will be approved by the school board yearly. They will be updated as needed throughout the school year.

GCT 's goal is to increase our community participation. Several years ago, the Greene County Tech Educational Foundation was established. The Foundation was established to better provide incentives in educational and extra curricular activities. The district has a District Leadership Team that works with staff and the community. The Greene County Tech Educational Foundation is made up of GCT staff, parents, and community members. The committee meets one time per month and discuss academic and other school issues. The Greene County Tech Educational Foundation provides scholarships to students and grants to teachers. Also, the Foundation provides support for extra curricular activities. The District Leadership Team meets weekly. The DLT will utilize one of these regularly scheduled meetings to review academic, behavior, financial, and other student data.

Recognizing that there is at times a trust and confidence gap between a community and the schools within it, the district understands that this gap is common and accept the challenge of re-establishing trust at any time. Meeting this challenge is a condition of productive communication with the community about how to improve local schools (Johnson, 2011).

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The district is working on improving our district leadership team. It is our goal to have our District Leadership Team (DTL) to meet monthly to reviewing each building and the district strengths and weaknesses. We are looking for ways to increase our community participation. The district does participate with the Greene County Tech Educational Foundation committee that works with the school and the community in ways to improve academics and athletics in the GCT district. This committee meets at least one time per month. We plan to use this committee to increase our community participation.</p> <p>Due to COVID 19, the DTL will now review and update the district's Ready to Learn Plan and its Digital Learning Plan. Because the COVID 19 pandemic is ever changing causing the district's plan to be a fluid as possible while still providing academic and behavioral support for our community. The Digital Learning Plan is ready for approval by the state. When that is approved it will be uploaded to the district's webpage.</p>			Gene Weeks	05/01/2022
Actions			1 of 6 (17%)		
7/13/18	<p>The District Leadership Team (DLT) will development a School Improvement Plan and a Literacy Plan in order to review success indicators for the buildings and for the district. The School Improvement Plan and Literacy Plan will be regularly reviewed during DLT monthly meetings. The DLT will become routine. Each building will review and update their building school improvement plan and their literacy plan. These plans will be presented to the district each year by May 1. These plans will be presented to the school board by the May board meeting. These plans will be uploaded to the GCT webpage. These are fluid plans that will change throughout the year. Updates will be uploaded. These plans will be completed by May 1 each year. Then they will be presented to the school board at the May board meeting.</p>		Complete 05/01/2021	Tammy Birmingham	05/01/2021
	<p><i>Notes:</i> A School Improvement plan and Literacy Plan will be developed yearly. This plan will be reviewed on a regular basis for effectiveness. This plan will be adjusted as needed throughout the school year.</p>				
7/13/18	<p>The DLT will review the community organizations and/or community programs in our area in order to gain perceptual data from these area leaders.</p>			Gene Weeks	07/30/2022

Notes: District Leaders are members of community organizations, and they provide district information at each meeting. Monthly meetings are scheduled for the Greene Co Tech Educational Foundation which is comprised of community leaders, GCT administration, GCT staff, and parents. This foundation provides yearly grants to the district.

7/13/18 GCT strives to be transparent with the parents and community by sharing information through the district webpage, TECH Connect (School App), text messages, fliers, Tech TV, etc.

Amy Lucius

08/01/2022

Notes: District information is shared on a regular basis with the parents and communication.

7/13/18 It is GCT's goal to have their DLT meet monthly in order to review progress data and to discuss successes and challenges in their buildings as well as in the district.

Tammy Birmingham

08/01/2022

Notes: DLT meetings are set by Mr. Weeks and Mrs. Lucius and they occur during our normally scheduled weekly zoom meetings. Each weekly administration meeting always starts with successes. These successes are presented to the school board monthly by Mr. Weeks.

8/11/20 The district will continue reviewing, amending, and updating the Ready to Learn Plan, the School Improvement Plans, and the Literacy Plans with staff, students, families, and community members. The daily school situation is fluid so each building's plans as well as the district's plan must be able to be reviewed and amended as needed to ensure that our academic plan is ready. COVID 19 has caused a huge health pandemic. The district's plan has always included health updates and health policies and procedures, but this pandemic has really caused the DLT to really look at different ways to provide instruction to our students. It has caused the DLT to look at various ways staff can effectively reach students and their families and engage them in the learning process.

Gene Weeks

07/30/2022

Notes: The state provides information for the schools. The schools review this information and updates the plan throughout the year.

5/17/21	The District Leadership Team (DLT) will develop a School Improvement Plan and a Literacy Plan in order to review success indicators for the buildings and for the district. The School Improvement Plan and Literacy Plan will be regularly reviewed during DLT monthly meetings. The DLT will become routine. Each building will review and update their building school improvement plan and their literacy plan. These plans will be presented to the district each year by May 1. These plans will be presented to the school board by the May board meeting. These plans will be uploaded to the GCT webpage. These are fluid plans that will change throughout the year. Updates will be uploaded.		Tammy Birmingham	05/01/2022	
<i>Notes:</i> A School Improvement plan and Literacy Plan will be developed yearly. This plan will be reviewed on a regular basis for effectiveness. This plan will be adjusted as needed throughout the school year.					
Implementation:		07/15/2019			
Evidence	1/25/2016 shsh				
Experience	1/25/2016 hhsjks				
Sustainability	1/25/2016 hdhs				
	IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.(6)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Technology is an ongoing project for our district. The school does continue to provide funds for technology updates and training. The school does provide funds for integrated data collection and reporting. Different programs are incorporated in the schools that assist in integrating data collections and reporting. We need to continue working analysis systems. The school needs to continue working on wifi capabilities in all buildings. The school needs to continue working on putting technology in our students' hands to use on a regular basis. The federal CARES ACT provided the district emergency funds (ESSER I, II, and III Funds) to be used to help students and families obtain better access to education. The district coordinated these federal funds with other state/local funds to become a 1:1 district and to help provide internet. The GCT students will be provided either a laptop or ipad in order to improve access to education. The district works with the local electrical companies to provide access data points for students and families in order for them to access the education.		Limited Development 02/02/2017		

<p>How it will look when fully met:</p>	<p>The district has a technology plan which has been extended which does prioritize state and local funds as well as federal ESSER I, II, and III funds. The district will regularly review the technology needs per building plus the professional development needs that go along with the technology. The district will incorporate the technology as primary and/or supplemental instruction with interventions to help students improve their academic performances and to grow their vocabulary knowledge base. The district will review all data collected through the new technology to evaluate the effectiveness of the new technology. GCT will report this data to the district and to the parents. New devices were received throughout the 2020-2021 school year which allowed the district to be 1:1 with devices for our students to learn in a variety of ways. The district has been able to provide devices for teachers. The district had been trying to provide new technology devices yearly because we knew that each student and staff needed a device in hand. This need was truly brought to the forefront when GCT was closed due to COVID 19 for the last 9 weeks of 19-20. The school did begin purchasing devices as soon as possible, but it took most of the 20-21 school year to get all the devices needed due to shortages. We did have enough devices that students and teachers were able to continue instruction, but it was very difficult. The Covid pandemic caused our district to really look at education differently. We realized that we could and should teach using up to date technology hard/soft ware. Also, it is vital that our parents, students, and staff have access to high speed internet. We have and continue to work with the community and state to ensure that our communities have access to high speed internet by providing mobile hotspots, providing hotspots to families, and by providing more direct internet access to families in our community.</p>		<p>Gene Weeks</p>	<p>06/30/2022</p>
<p>Actions</p>		<p>1 of 7 (14%)</p>		
<p>12/11/17</p>	<p>PD will be provided to all staff that need it in how to effectively incorporate the technology in their academic/behavior plans. This year the emphasis will be on training staff, students, and families how to use Google Classroom, Zoom, Google Meets, and other remote levels of instruction. The district is providing professional development on the virtual learning platform of Lincoln Learning which as BUZZ as its learning management system (LMS).</p>		<p>Amy Lucius</p>	<p>06/30/2022</p>

Notes: Staff will receive PD in order to better use the new technology in an instructional manner based on the technology needs assessment. Each staff develops a PGP plan. Technology PD is on-going. This year the staff received numerous PD on how to provide education to students in other ways besides face to face. Technology and how it is used is a huge part of the district's Ready to Learn Plan. Students, staff, and families must learn how to access various devices and various forms of technology services in order for children to learn during global health pandemics.

7/12/18 District added ipads for each student in grades Kg to 6th grade to ensure a 1:1 status for students. Laptops added to Middle School, Jr. High, and Sr. High so that a 1:1 status is ensured. Students will have the opportunity for Blended Learning (face to face and online) or virtual learning. The district's data indicate that the students had to have access to a good device so education could continue during the global health pandemic. ****This objective was met in January of 2021. We have had to replace some devices and will continue to replace as needed.

Complete 05/30/2021

Gene Weeks

05/30/2021

Notes: These technology devices will be purchased at the end of the 2019-2020 school year and at the beginning of the 2020-2021 school year. A shortage of devices occurred due to the global health pandemic, but the district is up to date. We will continue to purchase and update devices for students and staff.

7/13/18 GCT will conduct yearly technology surveys to staff, parents, and students in order to assist in the development of the district's technology plan.

Amy Lucius

06/30/2022

Notes: Semi annual Technology Surveys are conducted and the information is formulated into our technology plan.

7/13/18 The DLT will conduct needs assessment for the district staff, parents, students, and community members in order to determine the technology needs throughout the school year.

Amy Lucius

06/30/2022

Notes: This is an ongoing needs assessment for the district due to the technology needs.

7/15/19	The wifi will reviewed on a regular basis by the technology team. The district will continue to increase the wifi capabilities for all buildings. The district purchased additional wifi points to install in all of the buildings. The district collaborated with Paragould City Light and Water and Craighead Electric Co to provide numerous data access points throughout the campus, city, and county for students and families to have a safe place to access wifi. The district has access to portable 150 data access points that the state provided through ESSER I, II and III funding.		Gene Weeks	07/01/2022
<p><i>Notes:</i> Communication will continue between the school, community, families and electrical companies to help provide more data access points during this health pandemic. GCT's main goal is to continue to provide quality education services for children regardless of their physical setting. The school recognizes that face to face instruction is the ideal instruction method for most children. But the school realizes that various types of instructional methods must be employed during this national health pandemic. The school must use it staff to reach students remotely.</p>				
7/15/19	The technology team will survey the staff, families, and community members and update hardware as needed. These surveys will measure if families have access to devices, internet services, and even appropriate child care that will be needed for blended and virtual learning.		Gene Weeks	06/30/2022
<p><i>Notes:</i> There are some machines that are too old to operate the work using the updated Windows program so they must be either updated or replaced. The technology team will survey the staff and then work with staff to update or replace machines. Students and staff need devices that have cameras and microphones so that they can participate in learning activities using the devices.</p>				
5/18/21	District provides ipads for each student in grades Kg to 6th grade to ensure a 1:1 status for students. The district provides laptops to Middle School, Jr. High, and Sr. High so that a 1:1 status is ensured. Students will have the opportunity for Blended Learning (face to face and online) or virtual learning. The district's data indicate that the students had to have access to a good device so education could continue during the global health pandemic.		Gene Weeks	06/30/2022
<p><i>Notes:</i> Devices are checked out to students on a yearly basis. The students check the devices back into the office each year.</p>				
	IA07			
The district sets district, school, and student subgroup achievement targets.(7)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Development		

07/13/2018

Currently, GCT implements literacy and math instructional strategies and methods that are geared to meeting the Arkansas Educational Standards. GCT has 3 Literacy Facilitators and 3 Math Facilitators for our staff and students in K-5 grades. These academic facilitators work to provide continual professional development and guidance in order to help our students continue to achieve their academic goals. The literacy facilitators will be the lead in training staff in RISE and in the implementation of the Science of Reading. GCT has 3 districtwide social workers that assist the buildings in ensuring that our students are attending school as much as possible. They meet and counsel with students on improving their attendance. The district social workers assist our students and their families in order for them to have the basic needs of food and shelter. GCT has 9 RNs and 1 LPN that are in our buildings daily. The nurses are available to assist students with health issues be more active participants in school. Having such highly qualified medical staff allows students access to health care that might not have that opportunity in the home setting. GCT believes that if we can get all of our students to school and in a healthy atmosphere, then our students will learn. GCT will provide parents with Alternative Method of Instruction (AMI). Paper packets as well as virtual learning opportunities are available for students to use when school is out of session for emergency situations such as inclement weather. These AMI packets will be developed through virtual presentations and submissions as well as through a paper/pencil type of instructional material.

During the 2021-2022 school year, students/families in grades 2-12 have the opportunity to choose between Blended Learning (face to face and online) and Virtual Learning. Students in PK - 1 grade will only have the face to face option of instruction. If the students are out for an extended time due to illness or school closure, then students will have the options of on-line learning or paper pencil packets. Due to the COVID 19 health pandemic, GCT developed a Ready to Learn Plan and a Digital Learning Plan that included input from staff, students, parents, and community members. This plan will be very fluid and the district stands ready to address needs that arise from overwhelming health concerns.

Virtual learning will look differently in the 2021-2022 school year primarily because the district contracted with Virtual AR for students in grades 7-12 and Edgenuity for students in grades 2-6. The district developed a virtual facilitator to better assist students, families, and staff in virtual learning. The district will continue to provide special education services and ELL services using our staff and curriculum.

How it will look when fully met:

All indicators of learning will improve. 1. Our students' attendance will improve. We must have the students in an educational setting for them to learn. Access to highly qualified nursing staff will improve our overall student attendance whether face to face, online or virtual. Access to healthcare allows our students to be ready to learn at school. 2. GCT's goal is for all of our students to be reading at grade level by the end of 3rd grade. GCT establishes their literacy plan based on evidence-based instructional techniques. Children learning to read is one of the most important outcomes of a school. It is GCT's goal to provide evidence-based reading instruction. GCT recognizes that the following must be in place for children to learn to read: (1) teaching phonological awareness to manipulation; (2) teaching a systematic and explicit phonetics program; and (3) teaching using decodable books. GCT conducts frequent meaningful progress monitoring for all students. Students that are not learning as well as they should have prescriptive literacy plans developed. GCT provides as much remediation and interventions as possible in grades K-7. Federal and state funding is coordinated to provide the most effective instruction and remediation for our students. Our instructional facilitators assist the teaching staff in employing evidence based instructional method/strategies in literacy and math. They provide on-site, on-going professional development and support for our teachers. 3. Utilization of evidence-based interventions such as Moby Max, Sonday System, Shelton Way, Connection, Phonetic Instruction, Accelerated Reader, Star Reading, TeachTown, EL Achieve, and Star Math will target student weakness and provide the school with data on student progress. These curricular programs are for all students including students with significant disabilities and students that have English as a Second Language. 4. GCT provides 3 year old preschool services through the Arkansas Better Choice Program and ESA state funds. Services are provided for up to forty (40) 3 year old children. GCT has one fully licensed teacher in this program and one teacher with an Associate's Degree. GCT provides nine (9) classrooms (180 children) of the 4 year old students in our district with tuition-free preschool. Eight of these classrooms are taught by a licensed Early Childhood teacher and two classrooms are taught by teachers with an Associate's Degree. The district does utilize ABC funds as well as ESA state funds for this program. Special education services are provided for identified children in the preschool program. Access to a quality preschool program is well researched and does provide a great educational base for all students especially students in poverty and students with disabilities.

Amy Lucius

06/30/2022

Actions			1 of 7 (14%)	
7/13/18	The district will provide literacy interventions for students meeting the ESA matching funds requirements during the school day. The literacy intervention program(s) are evidenced based and are on the state approved literacy list.		Tammy Birmingham	06/30/2022
<i>Notes:</i> The district is using ESA matching funds to employ two (2) full time interventionist. The Elementary School has 1 interventionist and the Middle School has 1 interventionist. The ESA matching funds also provide up to 2 hours of literacy intervention at the Jr and Sr schools. Pre and post test data are reviewed to measure success of the interventions. An evidence based program is used for interventions. Data are collected during regular progress monitoring. This intervention could continue during a school closure via an online method.				
7/13/18	Provide before and after school tutoring in math for grades K-7.	Complete 06/30/2020	Tammy Birmingham	06/30/2022
<i>Notes:</i> The building principals set up before and after school tutoring for students using NSL matching funds. Each building will collect student progress data to determine success.				
7/13/18	AR will be used to encourage students to become readers. The district contracts for AR yearly as well as STAR Math and STAR Literacy formative testing.		Amy Lucius	06/30/2022
<i>Notes:</i> Each building has access to AR. Each building encourages their students to become readers by using AR with rewards and other incentives. STAR Math and STAR Literacy are used as formative assessments.				
7/13/18	Each building has Moby Max which will be used for individualized interventions for our students. Pre-tests, instructional plans, and post-tests are provided through this program. This will assist our students in areas where they are struggling.		Gene Weeks	06/30/2022
<i>Notes:</i> Computer labs are set up with Moby Max. This is a web-based intervention program so students can access these interventions in the classroom. This is used as a response to intervention in our district. Each building has specific evidence based interventions such as the Souday System, Accelerated Reading, Star Reading, and Star Math that are utilized to help staff provide timely, evidence based interventions.				

7/13/18	Specific short- and long-term achievement targets for the district, for individual schools, and for subpopulations of students will be set in order to emphasize the earnestness of the goal of improvement. Data from STAR Math, STAR Reading, DIEBLES, and other progress monitoring procedures are used to help us set these goals and targets as well as help to measure academic achievement.		Gene Weeks	06/30/2022
<p><i>Notes:</i> Short-term targets can provide ongoing gauges of progress while loftier goals (i.e., ensuring all student will graduate ready for college), offer a longer view of what the district is working toward. Learning-focused leadership works toward high achievement for all students.</p>				
7/17/18	The district will identify and treat students with characteristics of dyslexia as required by the ADE. The district does provide professional development for all staff. The district does provide intense staff development for specific staff in multi-sensory instructional methods that have been proven to teach students with dyslexia characteristics to read. Evidence-based instructional and interventions will be provided for identified students. This intervention method could be face to face, online, or in a virtual setting.		Tammy Birmingham	06/30/2022
<p><i>Notes:</i> The district has personnel trained to provide specific evidence-based interventions designed to teach children with dyslexia characteristics. Currently, GCT has staff trained:</p> <ol style="list-style-type: none"> 1. Trained in Connections - 1 2. Trained in Shelton Way - 14 completely trained - 4 meet the qualifications of Certified Academic Language Therapist. <p>GCT identified and served approximately 167 students with characteristics of dyslexia during the 18-19 school year. The total number of students identified as dyslexic is 227. Our plan is being constantly reviewed to ensure more effective services for our students. Therapy will start in August 2019 with 167 identified students. This is an action that is routine and it will be reviewed in data team meetings.</p>				
7/18/19	The district will provide remediation for students not making adequate progress in learning to read. The remediation will be based on an evidence based program/method of instruction.		Amy Lucius	06/30/2022

Notes: GCT will provide remediation for students not making adequate progress in reading. Most of the remediation will be in a pull-out setting. Some of the remediation will be push-in setting. This year, there were and could continue to be in person, online and/or virtual setting for remediation. Evidence-based remediation techniques will be provided to students not making adequate progress. Federal and state funds will be coordinated in making this remediation happen. The Primary, Elementary, Intermediate, and Middle School are all Title I School-Wide Programs. Students with special needs have services provided in each building. Data will be kept and regularly reviewed on all students in math and literacy. Science progress data will be reviewed on students in grades 3-10.

IA10

The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:

Wise Ways: How, when, and by whom does your district review each schools budget, staffing, improvement status, progress, and student learning outcomes to reallocate resources of staff, money, and district support? What criteria are used to make the decisions? The Center for Comprehensive School Reform and Improvement gives the following guidelines for reallocating resources: 1. Use staff efficiently and ensure that the allocation of staff is consistent with school improvement priorities. 2. Consider time as the most valuable resource. 3. Use the community when possible. 4. Use resources proactively instead of reactively. 5. Scheduling should support the schools instructional focus. 6. Embed professional development. Evidence: Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations. Instructional time is protected in policy and practice. System and School leaders provide fiscal resources sufficient to meet the needs of all students and to improve the effectiveness of the system. The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities and other strategic system component. The strategic planning process is evaluated for effectiveness, and improvement plans are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body and system leaders have built in measures to monitor implementation and completion. Also, the district has AP classes that do long term planning. The district does meet and does budget projection and planning on a regular basis. The district meets and plans for the building configuration for the campus. Space in some buildings is not available and the district team helps plan for each building yearly.

Limited Development
09/19/2015

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<p>How it will look when fully met:</p>	<p>The Center for Comprehensive School Reform and Improvement gives the following guidelines for reallocating resources: 1. Use staff efficiently and ensure that the allocation of staff is consistent with schoolimprovement priorities. 2. Consider time as the most valuable resource. 3. Use the community when possible. 4. Use resources proactively instead of reactively. 5. Scheduling should support the schools instructional focus. 6. Embed professional development.</p> <p>Evidence: Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations. Instructional time is protected in policy and practice. System and School leaders provide fiscal resources sufficient to meet the needs of all students and to improve the effectiveness of the system. The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities and other strategic system component. The strategic planning process is evaluated for effectiveness, and improvement plans are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body and system leaders have built in measures to monitor implementation and completion. Additionally,a clearly defined process for data driven decision making across the system will be developed and implemented.</p>		<p>Gene Weeks</p>	<p>06/30/2022</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>11/19/15</p>	<p>The district leadership team needs to meet monthly to review the indicators for the district and to discuss/review the success indicators.</p>		<p>Tammy Birmingham</p>	<p>06/30/2022</p>
<p><i>Notes:</i> Agendas, sign in sheets into the program. All required success indicators have been assessed and planned.</p> <p>We are continuing to meet to discuss and review success. Meeting agendas and minutes are being added.</p>				
<p>11/19/15</p>	<p>Do minutes for each meeting.</p>		<p>Tammy Birmingham</p>	<p>06/30/2022</p>
<p><i>Notes:</i> Get the minutes into the program.</p>				
<p>3/30/17</p>	<p>The district does a budget for the year at which time resources are allocated to support school, staff, and instructional improvement. This budget is development, monitored, and adjusted throughout the school year. District and building needs are assessed and funds are budgeted to meet the needs. Budgets are regularly reviewed. The district does have a procedure for purchase orders and purchases that are followed by the entire district. Yearly audits are conducted. Budget and finance information is presented to the school board monthly.</p>		<p>Gene Weeks</p>	<p>10/01/2022</p>

Notes: This is not necessarily done monthly. The board is presented information on budgets and finance each month. The budgets are reviewed as needed by the persons in charge of them to ensure that all requirements are followed as stated in our district's policy. Budget amendments are done as needed. Budget input is provided by staff, students, and parents.

		IA13	The district works with the school to provide early and intensive intervention for students not making progress.(13)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The district does coordinate state/local funds with federal funds in order to provide intensive interventions for students not making progress. The DLT reviews student data from the buildings and plans intervention programs. Intensive interventions are provide ranging from computer programs to individual intervention methods. The school is training staff in dyslexia interventions which should provide early intensive interventions for about 20% of the student population. Early screenings are conducted. Dyslexia screening levels were developed and followed the guidelines set forth by the state. The school chose research based dyslexia intervention programs to implement. We currently have 11 staff going through the 2 year program and 1 staff member that completed the 1 year of the program in our Tier III intervention. The district has 10 staff fully trained in an evidence based intervention in our Tier II intervention. The district does implement these programs with fidelity. Moby Maxx is used in most of the buildings for interventions in math and literacy. Before/after school tutoring is available in most buildings - mainly in math facts, computation, and in homework completion.</p>	Limited Development 02/02/2017		
How it will look when fully met:	<p>The health pandemic has caused huge academic learning losses for some GCT students. GCT recognizes that these students need extra instructional time to help regain these losses. GCT will provide Summer School for students in KG - 12th grade. This summer school will look differently for elementary and secondary students. It is the district's goal that students will increase their academic abilities in reading and math for elementary students. The district's goal for secondary students is for the student to gain academic knowledge in core subject areas and/or to obtain academic credits needed for graduation.</p>		Gene Weeks	06/30/2022
Actions		0 of 3 (0%)		
5/18/21	<p>One way that GCT plans to address learning loss is to provide summer school for students in grades Kg-6. The district will provide summer school for students scoring below expected academic levels for 6 weeks during June and July of 2021. Students will be provided transportation, breakfast and lunch. They will have licensed teachers to provide instruction in areas where learning loss is shown. Evidenced based instructional methods will be utilized. They will attend from 8:30 to 11:30 - 4 days a week. Summer school will be provided in a small group setting. Summer school will focus on reading and math. Pre and post testing information will be gathered. Attendance will be kept. Growth will be reviewed.</p>		Gene Weeks	08/01/2022

Notes: The summer school program will run for 6 weeks in June and July of 2021.

5/18/21 Summer school will be provided for students in grades 7-12 to help increase the student's academic abilities. The district recognizes that the COVID pandemic has caused students to have academic learning losses. One way that GCT plans to address this issue to is provide summer school classes and activities to help students gain back some of these learning losses. Students in grades 9 - 12 will be able to gain academic credit toward graduation. Summer school will be 3 weeks with 1 session in the mornings and 1 session in the afternoons. Students can attend both sessions. Data will be obtain to measure student attendance, grades, and credits gained.

Chad Jordan

08/01/2022

Notes: Summer school will be for 3 weeks this summer of 2021. Students can improve their academic learning as well as gain academic credits toward graduation.

5/18/21 The district will continue providing interventions for students in reading and math. These interventions will be evidenced based. A tiered system will be utilized to provide adequate and appropriate classroom instruction, classroom interventions, pull out/push in interventions, and intensive interventions. Student data will be maintained.

Amy Lucius

06/30/2022

Notes: We provide interventions for reading and math to help students learn to read and to learn to do math. These interventions are in additional to evidenced based instruction in the classroom.

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
	IB07	The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models.(22)	Implementation Status	Assigned To	Target Date
Initial Assessment:		GCT reviews instructional strategies and practices to ensure that the staff does use evidenced-based instructional methods in all areas of instruction including interventions.	Limited Development 06/07/2018		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		GCT researches instructional strategies, methods, and curriculums in order to help determine if they are evidenced based. Instructional methods used everyday in the classroom is extremely important. These methods are constantly reviewed so that the staff can ensure that the methods are done with integrity and fidelity. GCT uses interventions methods that are evidenced based in both literacy and math. Progress monitoring for students is reviewed on a regular basis to determine if the instructional methods, interventions, and curriculum are working.		Amy Lucius	06/30/2022
Actions			0 of 1 (0%)		
	6/7/18	State Report data are reviewed and dissected so that GCT can evaluate their instructional and intervention practices/		Amy Lucius	06/30/2022
	<i>Notes:</i>				
Implementation:			06/07/2018		
Evidence	6/7/2018	The team met and reviewed data. The district and buildings have developed plans to improve academic and behavior performances for our students.			
Experience	6/7/2018	The district and building leadership teams reviewed each building report card, met with state representatives, and worked with their staff on ways to improve.			
Sustainability	6/7/2018	The buildings and district will regularly review each building's progress.			

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Clarify district-school expectations			
	IC06	The district provides the technology, training, and support to facilitate the school's data management needs.(33)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Technology is constantly being evaluated and updated on each campus. Providing appropriate wifi in each building and providing more devices are goals for this year. This goal was obtained by the end of 2019-2020 school year. This year's goal is to provide 1:1 between students and devices. Federal and state funds were used to provide technology devices in the classrooms so that the staff and students have more devices available to assist instruction. GCT uses ipads in K and 6 grades. The district added enough ipads to the Primary, Elementary, and Intermediate for every students to have a device to use at school and at home in case of school closure. The district purchased enough laptops so that all the students in Middle School, Jr. High, and Sr. High all have devices to use at school and at home in case of any closures.	Limited Development 06/07/2018		
<i>How it will look when fully met:</i>		Currently, GCT's goal is to expand wifi saturation in each building so that wireless services can be seamless and continuous. The district has budgeted to improve the wifi saturation in each building. The district leadership team met and decided to purchase enough devices in order for all students to have ipads and/or laptops. The district believes that our students need to have early exposure to various types of electronic devices in varied situations. The staff will ensure that these devices are incorporated into our daily instruction. Additionally, these devices will provide targeted interventions for identified students. The district will continue to provide various PD in the 2020-2021 school year in order to help the staff to learn how to incorporate technology and these devices into their instructional day. Additional PD has been and will continue to be provided for staff on how to provide online and virtual instruction for students. The district will offer PD on google classroom, google docs, zoom, alternative learning methods, etc. this school year.		Gene Weeks	06/30/2022
<i>Actions</i>			2 of 5 (40%)		
	6/7/18	Continue to monitor and update wifi in all buildings.		Gene Weeks	06/30/2022
		<i>Notes:</i> The technology team will meet with the district administration weekly to discuss this item.			

6/7/18	Purchase classroom and teacher ipads with protective covers and docking stations for students in Primary, Elementary, and Intermediate. *****These were purchased using ESSER Funds for the 2020-2021 school year.	Complete 01/01/2021	Gene Weeks	12/01/2021
<i>Notes:</i> The technology team will ensure the purchase of ipad devices at the Primary, Elementary, and Intermediate. They will continue to work with the district leadership team to ensure these items are purchased and in the classrooms.				
6/7/18	Purchase laptop computers with docking stations for students in Middle School, Jr. High and Sr. High. ***These were purchased using ESSER Funds for the 2020-2021 school year.	Complete 01/01/2021	Gene Weeks	12/01/2021
<i>Notes:</i> The technology team will continue to purchase enough laptop stations and laptops for the classrooms in order to be 1:1 with all students. The technology team will regularly meet with the district leadership team regarding these purchases and with their placement.				
6/7/18	Professional development will be provided for the staff on ways to operate technology devices and ways to incorporate devices and programs into the classrooms.		Amy Lucius	06/30/2022
<i>Notes:</i> Summer PD will focus on technology and how the teachers and students can use it in the classroom. This will be ongoing.				
7/16/18	The District Technology Team meets weekly to review staff, parent, community, and student data regarding technology. The Needs Assessment is regularly reviewed. The goal is to implement the district's technology plan for 2021-2022 school year.		Gene Weeks	06/30/2022
<i>Notes:</i> The district technology team gathers survey information from staff, parents, community, and students yearly. This plan is reviewed regularly so that the district stays on track to implement the plan.				

	IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.(34)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district leadership team works with the individual schools so that appropriate and effective PD is provided for each building as well as the district.	Limited Development 06/07/2018		
<i>How it will look when fully met:</i>		The buildings work with the district leadership team and develop their PD plans. There will be technology PD offered across the district. Each building will provide PD such as Child Maltreatment, Dyslexia, Bullying, CPR, Stop the Bleed, crisis plans, Science of Reading, Parental Involvement, Technology, etc on a regular basis. Each building will identify their PD needs and then develop their individual plan. For example, all of the K-6 teachers are being trained to be proficient in RISE. All of the special education teachers must be trained to be proficient in RISE. All of the 7-12 teachers must be trained to be aware in RISE. All of GCT's staff have started the RISE training. Some of the staff has the opportunity to complete all 6 days required in RISE. Each building developed Literacy Plans to go with their School Improvement Plans. Some of the buildings are providing active shooter training that is incorporated into their crisis plan. Due to COVID 19 pandemic, the staff will attended PD on various instructional methods such as online and virtual.		Amy Lucius	06/30/2022
Actions			0 of 3 (0%)		
6/7/18	PD plans developed and turned into the principal/assistant superintendent for review.		Amy Lucius	06/30/2022	
	<i>Notes:</i> Each staff is requested to turn in a PD plan. The principals review these plans and then they are turned into the assistant superintendent for review and to help plan the PD calendars for the district.				
6/7/18	PD provided during the school year of 2021-2022.		Amy Lucius	06/30/2022	
	<i>Notes:</i> PD is planned in each building. Initial PD will be provided in the summer of 2020-21 based on the building and teacher's plan.				

7/12/18	The district staff will continue to review their individual PGP plans to ensure that they do have the required and needed PD. The building principals will ensure that each teacher/speech therapist completes and maintains their PGP.		Amy Lucius	06/30/2022
<i>Notes:</i> The building principals will ensure that PGPs are reviewed at each formative and summative evaluation.				

Core Function:	School Leadership and Decision Making
Effective Practice:	Establish a team structure with specific duties and time for instructional planning

		ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The district has reviewed and discussed ESSA accountability processes. The district leadership team meets regularly and continually reviews each building academic and behavioral data. The district reviews and implements curricular adjustments based on data. The district does plan to utilize data driven decisions in order to assist our students achieve at the highest levels possible. The district reviews instructional strategies and interventions for effectiveness. PD will be provided to support teaching strategies and methods. Building leaders supports teaching on a daily bases. One of the district's major goals is to get students to attend on a regular basis. One of the goals is to provide activities and encouragement for parents to become as involved as possible in their child's educational experience. Another goal is to provide more technology access and devices for our students and staff. The Leadership team must use all available information in order to make wise decisions on where best to use those resources. Professional development should be directly tied to classroom observations and analysis of student learning data.</p>	<p>Limited Development 06/07/2018</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
How it will look when fully met:	<p>Professional Learning Communities will be utilized to help achieve this goal. They will meet regularly. Student assistance teams will be utilized so that student progress is continually reviewed. Student data are entered into shared programs. Principals will work with staff, students and parents on ways to improve ESSA areas such as attendance. Each building has incentive programs set up to encourage students, staff, and parents on a daily basis. Staff are regularly observed with feedback in order to assist them in the classroom setting. Elmore (2000) states that "if the purpose of leadership is the improvement of teaching practice and performance, then the skills and knowledge that matter are those that bear on the creation of settings for learning focused on clear expectations for instruction" (p. 20)</p>		Gene Weeks	06/30/2022
Actions		0 of 3 (0%)		
6/7/18	PLC training		Amy Lucius	06/30/2022

Notes: Staff are being trained in PLC during the 2021-2022 school year. Some building have already been trained and utilizes PLC to improve instruction. The district will continue to support the building's PLCs in order to make data driven decisions. Amie Cole, Intermediate Principal, attended the National PLC conference, and she plans to share information with the DLT.

7/13/18 Buildings will continue to utilize Student Assistance Teams (SAT) in reviewing student data, student progress, assign and review interventions. Student data will be reviewed to ensure instructional and behavioral needs of each student are being met.

Tammy Birmingham

06/30/2022

Notes: Each building set their own calendar for these reviews. Primary, Elementary, Intermediate, and Middle School set their SAT meetings weekly and bi-weekly. Jr and Sr high schedule their meetings more on a monthly basis or as needed.

7/13/18 Student data will be review in accordance with the ESSA accountability regulations. Each building will review their student's academic data and work on improving their students performance on both formative and summative evaluations.

Donna Ashley

06/30/2022

Notes: Data will be reviewed throughout the year. DLT teams will review data monthly. Each building will review and work with their student academic data. Instructional facilitators will be utilized in those buildings with these facilitators. It should become routine.

Implementation:

05/13/2019

Evidence

5/13/2019

Experience

5/13/2019

Sustainability

5/13/2019

Core Function:

Conditions for Learning

Effective Practice:

Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed

CL12

All district personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5198)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Meeting the changing needs of a diverse student population is ever changing. Our school is continually providing professional development in learning approaches and learning styles. Our seasoned teachers mentor new teachers so that novice teachers can learn about different learning process, learning approaches, and learning styles. To address this prevalent issue, Adelman and Taylor recommend that schools/districts have policies that move toward and/or support a three component system (i.e., curriculum and instruction, governance, and a comprehensive coordinated system of learning supports). Operational infrastructure to support a comprehensive system of supports would include system mechanisms that: 1) unify all direct efforts to promote necessary conditions for learning (e.g., SEL and positive school climate) and address factors interfering with learning and teaching at a school (e.g., bullying, disengagement, mental health issues, behavior problems); 2) provide equitable capacity building; 3) connect families of schools with each other and with a wider range of community resources; and 4) weave together school, home, and community resources in ways that enhance effectiveness and achieve economies of scales. In addition Learning Supports System must utilize a full continuum of interventions (i.e., promotion of physical, social, emotional, behavioral and cognitive development and prevention of problems, targeted interventions that occur early after onset, and intensive interventions) that encompasses: 1. Classroom Enhancement & Youth Development (e.g., ensuring teachers can accommodate student diversity and reengage students who have become disengaged) 2. Support for Transitions (e.g., supporting newcomers, such as immigrant populations as they negotiate school and grade changes as well as many other transitions) 3. Crisis Response and Prevention 4. Home Involvement (e.g., increasing home-school connections, specifically addressing needs of students from culturally and linguistically diverse backgrounds) 5. Student and Family Assistance (e.g., facilitating access to services and supports that are sensitive to diversity) 6. Community Outreach (including utilizing volunteers from diverse backgrounds) Source- Adelman, H & Taylor, L. Reorganizing Student Support to Enhance Equity; Commentary #5 to Multicultural Handbook of School Psychology, An Interdisciplinary Perspective, 2007.

Limited Development
02/02/2017

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How it will look when fully met:	<p>GCT is striving to have systems in place to address barriers to learning which often results in students' frustrations escalating and possibly manifesting into emotional, behavioral, and learning problems as stated by Kauffman, Alt, & Chapman, 2001. It is GCT's goal to have teachers that are prepared to address the problems of students from cultural and linguistically diverse backgrounds. GCT is striving to provide appropriate instruction for all of our students with the goal of stopping unnecessary referrals by providing differential assessments to determine the student problems and to design programs that are matched to our students' needs.</p>		Gene Weeks	06/30/2022
Actions		0 of 2 (0%)		
7/13/18	Professional development that focuses on teachers' cultural knowledge and their classroom social structures.		Amy Lucius	06/30/2022
	<p><i>Notes:</i> This is a on-going professional development. Teachers must recognize that students are coming to us from various home situations and we must have knowledge of cultures and social structures for our students to achieve their goals.</p>			
7/13/18	Continued encouragement for parental involvement in each building.		Kem Drake	06/30/2022
	<p><i>Notes:</i> The district works with each building to develop a parental involvement plan to encompass the student needs in that building. The district plan's included methods of encouragement to get parents more involved in student learning. The district and buildings must recognize that cultures are different. Our plans must include all parents so the district and buildings must be familiar with the students/parents culture. Plans must meet the diversity of the district.</p>			