

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Committee Members

Kevin Andrews (Social Studies Teacher), Jill Angelucci (Assistant Principal), Ashley Childers (Guidance Counselor), Melissa Christerson (Art Teacher), Kayla Clevenger (English Teacher), Emily Cook (Math Teacher), Cody Cooper (Student), Shannon Cooper (Special Education Teacher), Miranda Cord (Science Teacher), Kareem Guerrant (Student), Robert Hammonds (Assistant Principal), Danielle Hermenitt (Special Education Teacher), Christi Jones (Administrative Assistant), Tracey Jones (Instructional Assistant), Kelli Joseph (Special Education Teacher), Thomas Krupp (JROTC Instructor), Rebecca Prater (Health Sciences Teacher), Kristyn Presnell (Guidance Counselor), Carrie Redder (Social Studies Teacher), Amanda Richardson (English Teacher), Hannah Skaggs (Student), Tim Tafoya (Social Studies Teacher), Nick Vogler (Health/PE Teacher), Kim White (Guidance Counselor), Tyler Williamson (Social Studies Teacher/Technology Coordinator), and Karen Yang (Student).

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): By 2024, George Rogers Clark High School will increase the rate of students identified as proficient/distinguished in reading from 49.9% to 62% and in math from 38.1% to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May, 2022, George Rogers Clark will increase the rate of students identified as proficient/distinguished in reading from 49.9% to 54 and in math from 38.1% to 42% as measured by the reading and math 10th grade KPREP assessment and reported by KDE.</p>	<p>KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards.</p>	<p>English and math teachers will work in vertical alignment teams to ensure topics not covered during the 2019-20 and 2020-21 school years due to the Covid-19 crisis are covered by future courses. They will follow the KDE recommended process to ensure fidelity in this work.</p>	<p>Lists of major topics that need to be addressed and where they will be covered will be created and shared by 2/15/22.</p>	<ul style="list-style-type: none"> - All lists will be uploaded to the shared department Google Drives by 2/15/22. - Progress will be monitored weekly via the department Google Drives. 	No Funding Required
		<p>English and math teachers will create updated curriculum maps for the 2022-23 school year that ensure comprehensive coverage of the identified priority standards.</p>	<p>Updated curriculum maps for the 2022-23 school year will be completed in full before the first day of the school year.</p>	<ul style="list-style-type: none"> - All unit curriculum maps will be uploaded to the assigned Google Drive folders by 8/5/22 - Curriculum maps will be reviewed and revised at weekly PLC meetings. 	No Funding Required
	<p>KCWP 2: GRC will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>All teachers will receive training on the creation and use of formative assessments. Data collection and analysis will be a focus area as well as the implementation of these assessments in a meaningful and intentional way in order to inform instruction.</p>	<p>Teachers will know at all times where their students are in their learning continuum.</p>	<ul style="list-style-type: none"> - Learning targets are clearly posted for students as noted in observations. - Formative assessment training will take place during monthly staff meetings and/or summer PD days. 	Cost of Any Determined Training
	<p>KCWP 2: GRC will have a protocol to ensure Tier II instructional needs are being met.</p>	<p>English and math teachers will use benchmark assessments (STAR and CASE), common summative assessments, and weekly formative assessments to identify students needing extra support in basic reading and math skills. Identified students will be pulled for a 30-minute intervention, 4 times per week, for a minimum of 2 weeks. Highly qualified teachers will determine the units of instruction and timeline.</p>	<p>Students participating in these intervention will show growth on the spring STAR and CASE assessments.</p>	<ul style="list-style-type: none"> - Individual student progress will continually be monitored by the classroom teacher through classroom activities and weekly formative assessments. - Watchlists of students will be created for future intervention identification. 	Cost of any needed materials and training for intervention teachers.
		<p>Before and after school tutoring will be available for students needing extra support in their grade-level courses. Tutoring will be staffed by highly qualified teachers in their respective subject areas.</p>	<p>A before and after school tutoring program will be in place by 1/17/22.</p>	<ul style="list-style-type: none"> - Teachers will be identified and a daily tutoring schedule will be created by 1/7/22. - The program will be clearly communicated in a variety of ways by 1/14/22. - The full program will be in place by 1/17/22. 	ESS funds to pay for teacher extended service.
		<p>A peer tutoring program will be implemented allowing students to earn community service hours or course credit for providing tutoring to students in need of extra help.</p>	<p>A peer tutoring program will be up and running by the start of</p>	<ul style="list-style-type: none"> - A sponsor or group will be identified to organize a peer tutoring program by 4/15/22. 	No Funding Required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>An full assessment of our current intervention program will be made in order to determine needs for next school year. Programs that will be evaluated include pull out interventions, freshman interventions, sophomore interventions, combined interventions, and before and after school tutoring. A comprehensive intervention plan focused on Tier 2 interventions will be created to best meet the needs of our students.</p>	the 2022-23 school year.	- Students will be actively participating in a peer tutoring program by 8/2022.	
			A comprehensive intervention plan for the 2022-23 school year will be in place by 7/15/22.	<p>- Data will be collected on the current intervention program from surveys, benchmark assessments, formative assessments, and quarter grades by 5/27/22.</p> <p>- Data will be analyzed by 6/24/22.</p> <p>- A full plan recommendation will be presented by 7/15/22.</p>	Cost of needed materials and staffing identified in the plan.
	KCWP 5: GRC will develop school culture supports, both academic and behavioral, to promote and support learning for all.	The Comprehensive School Improvement Planning committee will work to create motivational incentives and acknowledgements for students earning proficiency on their exams and/or giving a good faith effort. Good faith effort will determined by a set of pre-determined behaviors created by the CSIP committee and reported by the proctoring teachers.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	<p>- Incentives and acknowledgments will be in place and communicated to all staff and students by 2/25/22.</p> <p>- Incentives and acknowledgements will be awarded before the end of the 2021-22 school year.</p>	Cost of Any Determined Incentives

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): By 2024, George Rogers Clark High School will increase the rate of students identified as proficient/distinguished in writing from 40.7% to 53%, in science from 31.7% to 44%, and to 60% in social studies.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May, 2022, George Rogers Clark will increase the rate of students identified as proficient/distinguished in writing from 40.7% to 45%, in science from 31.7% to 36% and in social studies to 50% as measured by the 11th grade KPREP assessment and reported by KDE.</p>	<p>KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards.</p>	<p>English, science, and social studies teachers will work in vertical alignment teams to ensure topics not covered during the 2019-20 and 2020-21 school years due to the Covid-19 crisis are covered by future courses. They will follow the KDE recommended process to ensure fidelity in this work.</p>	<p>Lists of major topics that need to be addressed and where they will be covered will be created and shared by 2/15/22.</p>	<p>- All lists will be uploaded to the shared department Google Drives by 2/15/22. - Progress will be monitored weekly via the department Google Drives.</p>	<p>No Funding Required</p>
		<p>English, science, and social studies teachers will create updated curriculum maps for the 2022-23 school year that ensure comprehensive coverage of the identified priority standards. All core content and other subject areas will include writing in each unit curriculum map.</p>	<p>Updated curriculum maps for the 2022-23 school year will be completed in full before the first day of the school year.</p>	<p>- All unit curriculum maps will be uploaded to the assigned Google Drive folders by 8/5/22 - Curriculum maps will be reviewed and revised at weekly PLC meetings.</p>	<p>No Funding Required</p>
	<p>KCWP 2: GRC will put systems in place to ensure Tier 1 educational needs of all students are being met.</p>	<p>All teachers will receive training on the creation and use of formative assessments. Data collection and analysis will be a focus area as well as the implementation of these assessments in a meaningful and intentional way in order to inform instruction.</p>	<p>Teachers will know at all times where their students are in their learning continuum.</p>	<p>- Learning targets are clearly posted for students as noted in observations. - Formative assessment training will take place during monthly staff meetings and/or summer PD days.</p>	<p>Cost of Any Determined Training</p>
		<p>The school literacy team will meet to develop a process that ensures that reading, writing, speaking, and listening are taught across all curricula. The team will determine the needs of non-English teachers and English teachers to be successful in this endeavor including professional development and other supports. The literacy team will also determine a way to monitor and support writing in non-English and English classrooms.</p>	<p>All teachers will be comfortable incorporating reading and writing activities as noted in their curriculum maps and observations.</p>	<p>- The literacy team members will be identified by 1/21/22, and they will have their first meeting by 2/11/22. - The literacy team will assess the needs of staff and create a comprehensive plan by 4/22/22 for the 2022-23 school year.</p>	<p>Cost of Any Determined Training and/or materials.</p>
	<p>KCWP 2: GRC will have a protocol to ensure Tier II instructional needs are being met.</p>	<p>Before and after school tutoring will be available for students needing extra support in their grade-level courses. Tutoring will be staffed by highly qualified teachers in their respective subject areas.</p>	<p>A before and after school tutoring program will be in place by 1/17/22.</p>	<p>- Teachers will be identified and a daily tutoring schedule will be created by 1/7/22. - The program will be clearly communicated in a variety of ways by 1/14/22. - The full program will be in place by 1/17/22.</p>	<p>ESS funds to pay for teacher extended service.</p>
		<p>A peer tutoring program will be implemented allowing students to earn community service hours or course credit for providing tutoring to students in need of extra help.</p>	<p>A peer tutoring program will be up and running by the start of the 2022-23 school year.</p>	<p>- A sponsor or group will be identified to organize a peer tutoring program by 4/15/22. - Students will be actively participating in a peer tutoring program by 8/2022.</p>	<p>No Funding Required</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: GRC will develop school culture supports, both academic and behavioral, to promote and support learning for all.	The Comprehensive School Improvement Planning committee will work to create motivational incentives and acknowledgements for students earning proficiency on their exams and/or giving a good faith effort. Good faith effort will be determined by a set of pre-determined behaviors created by the CSIP committee and reported by the proctoring teachers.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	<ul style="list-style-type: none"> - Incentives and acknowledgments will be in place and communicated to all staff and students by 2/25/22. - Incentives and acknowledgements will be awarded before the end of the 2021-22 school year. 	Cost of Any Determined Incentives

3: Gap

Goal 3 (*State your Gap goal*): By 2024, George Rogers Clark High School will increase the reading proficiency rate of: African American students from 27.3% to 50%, Hispanic students from 40.9% to 53%, students with disabilities from 9.1% to 50%, and students qualifying for free and reduced lunch from 37% to 50%. By 2024, George Rogers Clark High School will increase the math proficiency rate of: African American students from 19.1% to 50%, Hispanic students from 18.2% to 50%, students with disabilities from 3.4% to 50%, and students qualifying for free and reduced lunch from 23% to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May, 2022, George Rogers Clark High School will increase the reading proficiency rate of: African American students from 27.3% to 35%, Hispanic students from 40.9% to 45%, students with disabilities from 9.1% to 23%, and students qualifying for free and reduced lunch from 37% to 42%. By May, 2022, George Rogers Clark High School will increase the math proficiency rate of: African American students from 19.1% to 30%, Hispanic students from 18.2% to 29%, students with disabilities from 3.4% to 19%, and students qualifying for free and reduced lunch from 23% to 32%.	KCWP 2: GRC will continue to reinforce rigor and a culture of college and career readiness through strengthening and expanding AP, Dual Credit, and industry certification opportunities.	GRC will actively recruit minority students to participate in Pre-AP, AP, and Dual Credit classes. An intentional effort will be made by guidance counselors and teachers to identify and encourage students to enroll in these courses. Support systems including watch lists, interventions, intentional scheduling of students, and individual check-ins will be in place to ensure success for the students in these courses.	GRC will see a minimum of 6.6% increase (from 10.8% to >17.4%) in minority enrollment over the next two years in Pre-AP, AP, and Dual Credit courses in order to mirror the student population.	- Guidance counselors and teachers will identify and communicate with students by 1/20/22 for the 2022-23 school year. - Administration will check the percentage of minority enrollment for the 2022-23 school year in Pre-AP, AP and Dual Credit courses by 3/4/22 to see if we have met our goal and plan for next steps and supports.	Any needed funding to provide supports.
	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies.	GRC will continue to perfect a co-teaching model for our regular education teachers and special education teachers to ensure our students are receiving the most effective instruction possible. Training will be provided to sets of teachers that are currently co-teaching. School and district administration will support this work through observations, conferencing, and intentional staff scheduling.	Students with disabilities will show growth on both classroom assessments and benchmark exams (STAR and CASE).	- Co-teaching teams will be identified and communicated by 5/15/22. - Co-teaching training will be provided as part of summer PD to identified teams of teachers. - Ongoing observations with feedback throughout the 2022-23 school year.	Cost of training.
	KCWP 6: GRC will act as a cultural mediator, bridging student culture with school and classroom cultures.	GRC will continue to offer courses that provide an opportunity for all students to experience the curriculum through an intentionally culturally diverse lens. Cultural diversity will be reflected in all core classes and elective classes. The literacy team will compile a list of culturally diverse readings and writing topics to support this effort.	Cultural diverse curriculum will be noted in curriculum maps and seen in daily lessons.	- The African American Literature and African American Studies class will be offered for the 2022-23 school year. - All unit curriculum maps will be uploaded to the assigned Google Drive folders by 8/5/22.	Cost of any materials and/or resources needed.
	KCWP 6: School administration will ensure that everyone in the school operates under a unified definition of cultural responsiveness and that teachers are culturally responsive to student needs.	A committee focused on culturally responsive teaching and learning will be created with one of their goals centered around bringing in community members representing a variety of minority groups and professional areas to meet with and present to groups of students as well as serve as mentors for individual students.	At least one community member will be brought in each month.	- This committee will be formed by 2/11/22 with a committee member chosen to lead the group. - At least one community member will be brought in each month starting in April, 2022 and continuing through the 2022-23 school year. - The committee will make additional recommendations in the area of cultural responsiveness.	No Funding Required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>School administration will make an intentional effort to recruit and retain high quality minority staff to better mirror the make-up of our student body. Additionally, guidance counselors will identify minority students interested in the field of education, and encourage them to enroll in the teaching pathway. Administration will keep in contact with these students and find ways to incentivize them to return to GRC as teachers.</p>	<p>School administration will attend job fairs and local schools of education to recruit teachers in all curricular areas.</p>	<p>- Local college job fairs will be attended by school and district administration in the spring and summer of 2022. - Guidance counselors will identify minority students for the teaching pathway when scheduling for the 2022-23 school year.</p>	<p>No Funding Required</p>

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): By 2024, George Rogers Clark High School will maintain or exceed the rate of students graduating at 97.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May, 2022, George Rogers Clark High School will maintain or exceed the rate of students graduating at 97.8% as measured by the averages of the four and five year adjusted cohort graduation rates.	KCWP 2: GRC will have a protocol to ensure Tier 1 and Tier II instructional needs are met.	Students who are identified at risk of not meeting the course completion requirements for graduation will be enrolled in APEX/Cardinal Lab. This program will assist students in recovering course credit, allowing them to be on track to graduate. APEX will not be offered for the first re-take of Algebra 1 and English 1. Teachers will make every effort, including using interventions and regular communication with the student and parents/guardians, to work with students and identify supports to help students be successful in their class.	Students will earn course credit allowing them to be on track to graduate.	- Ongoing process - Each student participating will have an individualized learning plan.	\$30,000- District Funds
	KCWP 5: A process will be in place to ensure appropriate academic and behavioral interventions are taking place to meet the needs of all students.	Counselors at each grade level and Flight Time teachers will ensure that students complete their Individualized Learning Plan (ILP) through ACE. The ILP will be used as an individual advising tool and consulted when scheduling courses for the 2022-23 school year.	Students will know and be able to monitor their own progress towards completing the requirements for graduation.	- Flight time teachers will be trained in the ACE program for ILP completion on 1/3/22. - ILPs will be completed in Flight Time classes by 1/14/22. - Ongoing completion and consultation of the ILP will occur throughout the 2021-22 and 2022-23 school year.	ILP Program- District Funds
	KCWP 6: GRC will ensure equitable access to a meaningful and rigorous academic curriculum.	New graduation requirements will be in place for the 2022-23 school year that align with the school board's minimum graduation requirement of 22 credits. The new graduation requirements allow for more individualized course completion and alignment with each student's Individualized Learning Plan.	Students will graduate with a minimum of 22 credit hours and a course load aligned to their ILP.	- Graduation requirements will be communicated through Flight Time by 1/10/22. - Graduation requirements will be communicated to all stakeholders in a variety of ways by 1/10/22.	No Funding Required
	KCWP 6: GRC will maintain an open line of communication with both parents and students regarding graduation requirements and ways to achieve academic success.	GRC will host two Title 1 Open House events throughout the school year, one in the fall and one in the spring. This event will serve to communicate requirements for graduation and promote an open dialogue with families regarding student progress including options for intervention for students not on-track to graduate. GRC will host virtual parent nights by grade level, including incoming freshmen, with a focus on graduation requirements, how to stay on-track for graduation, and options for intervention for students not on-track to graduate. These parent nights will be held before scheduling for the 2022-23 school year.	Families will feel a greater connection to GRC and know who to contact for a variety of needs.	- A spring Title 1 Open House will be held in February, 2022. - A fall Title 1 Open House will be held in August, 2022.	Title 1 Funds
Families will know the graduation requirements and what to do if a student is not on-track to graduate.			- All virtual parent nights will be held the week of 1/24/22.	No Funding Required	

5: Transition Readiness

Goal 5 (State your Transition Readiness goal): By 2024, George Rogers Clark High School will increase the percentage of students who are postsecondary ready from 72% to 85%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May, 2022, George Rogers Clark High School will increase the percentage of students who are postsecondary ready from 72% to 77% as measured by the ACT, KYOTE exam, and industry certifications.	KCWP 1: GRC will establish a process to ensure all curriculum is aligned to the Kentucky Academic Standards and the College and Career Readiness Standards.	All teachers will review the College and Career Readiness standards regularly through ACT warm-ups and other practice ACT excerpts and full length tests as it aligns with their curriculum.	Students will experience ACT practice in a variety of ways in multiple classes throughout the school year.	- ACT warm-ups will be a weekly occurrence in math, English, and science classes as noted in observations. - Social studies and elective courses will participate in ACT review as it relates to their subject area as noted in observations and lesson plans.	No Funding Required
	KCWP 2: GRC will have a protocol to ensure Tier 1 and Tier II instructional needs are met.	Sophomore and junior students will have an opportunity to participate in ACT review through TorchPrep. Students will be identified for participation based on practice test results from the fall of 2021. Students will also have an opportunity to choose to participate in this 2-day comprehensive test prep if they are motivated to do so.	Individual student ACT scores will show growth from the initial practice test to the actual exam.	- 250 sophomore and junior students will participate in the 2-day TorchPrep blitz between 1/19/22 and 1/27/22. - Participating students will be identified and notified by 1/13/22.	\$42,000 over 3 years
		All 10 th and 11 th grade students will take an official ACT exam in March, 2022. This score will count towards postsecondary readiness for students who meet their benchmarks in math and English or reading.	Individual student ACT scores will allow monitoring of progress towards Postsecondary Readiness.	- Administration will monitor test scores and keep track of postsecondary readiness for each student on a master spreadsheet for each grade level.	\$14,000 – sophomore official ACT
	KCWP 2: GRC will continue to reinforce rigor and a culture of postsecondary readiness through strengthening and expanding AP, Dual Credit, and industry certification opportunities.	GRC will continue to provide and expand Dual Credit opportunities for students. Students have opportunities to take dual credit at GRC through the following organizations: BCTC, MSU, and ECU and on-campus at BCTC and ECU.	Dual credit enrollment and success rates will increase.	- Students will be encouraged to enroll in Dual Credit courses in the spring when scheduling for the following school year	District Funded Grant
		GRC will continue to increase the number of pathways that provide students an opportunity to earn an industry certification. Guidance counselors and Flight Time teachers will work with students to educate them on the possible pathways that may align with their ILP. GRC will also expand opportunities to earn postsecondary readiness status through enrollment in CTE and ATC courses.	More students will earn the career ready status by earning an industry certification or achieving a passing score on approved assessments.	- Pathways with industry certification for the 2022-23 school year will be determined and communicated prior to course selection in the spring of 2022. - A comprehensive list of pathways and ways to earn postsecondary readiness status will be completed and shared with all stakeholders by 1/18/22.	Perkins Funds
	KCWP 5: Develop school culture supports, both academic and behavioral, to promote and support learning for all.	The comprehensive school improvement planning committee, the guidance office, and school administration will work together to create motivational incentives and acknowledgements for students earning postsecondary ready status.	Incentives and acknowledgements will be clearly communicated to the students and known by the entire school community.	- Incentives and acknowledgements will be in place and communicated to all staff and students by 2/25/22. - Incentives and acknowledgements will be awarded before the end of the 2021-22 school year.	Cost of Any Determined Incentives

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: GRC will continue establish a culture of postsecondary readiness by providing opportunities for students to learn about different college and career paths.	GRC will host a career pathway fair at RDC and at GRC prior to scheduling for the 2022-23 school year for all current and incoming freshmen. The purpose of the pathway fair is to educate students about all of their options and to recruit interested students into pathways that align with their ILP.	An increased number of students will enroll in and earn completion status in their chosen pathway.	<ul style="list-style-type: none"> - A career pathway fair will take place at RDC on 1/19/22 and at GRC on 1/20/22 for current 8th and 9th graders. - Students will have scheduling and pathway discussions in Flight Time throughout the week of 1/24/22. 	No Funding Required
		GRC will host a college fair for GRC students as well as students in surrounding counties. All GRC students will attend the college fair during the school day, and other schools will be invited to bring students to the fair. The college fair will be planned and organized by the Guidance Department.	GRC students will have a greater understanding of the college application process and the opportunities available to them.	<ul style="list-style-type: none"> - A college fair will take place on 3/1/22. - A variety of postsecondary institutions will be participating as well as informational booths on the college application process. 	Any operational costs.
	KCWP 6: GRC will ensure opportunities for students surrounding service learning and student choice.	Students will have the opportunity to participate in expanded internships and co-op experiences during their senior year if they have completed all required course work, are in good standing, and are on track for graduation.	An increased number of GRC students will take advantage of internships and co-op experiences their senior year.	<ul style="list-style-type: none"> - Clear requirements and eligibility for participation will be determined and communicated to students by 1/24/22. - Comprehensive communication with the local community will occur by 7/29/22. - A list of opportunities available to students will be ready and shared on the first day of the 2022-23 school year. 	No Funding Required