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| PERFORMANCE Indicators | 3-Increase Profiency Rates in Reading | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | Intervention Class(es) |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| PC’s will meet with principal or counselor to explain the number of students required per GU literacy Intervention sections, which is a minimum of students in a class (# of students depend on district size) |  | X | X | April 2017 |
| Principals and counselors who create the master schedule, will place a minimum of (15) students in the GEAR UP literacy classes. |  | X | X | BOY 2017-18 |
| GEAR UP PC and Counselor will ensure that the appropriate number of sections are included in master schedule. |   | X | X | BOY 2017-18 |
| GEAR UP PC will work with district reporting department to ensure that literacy intervention classes are coded with appropriate STARS code.  |  | X | X | BOY 2017-18 |
| PC’s will meet with principals and counselor to explain the GUNM minimum standards for student selection.  |  | X | X | April-May 2017 |
| Gather data to analyze and support proficiency |  | X | X | April-May 2017 |
| Counselors and Principals will place students in GUNM Literacy Intervention classes based on most recent proficiency results and /or teacher referral. According to GUNM minimum standards the priority is **1.** Nearing Proficient **2.** Basic **3.** Below Basic |  | x | x | BOY 2017-18 |
| GEAR UP PC and Counselor will ensure that each section has a minimum of (10) students in each class, per GEAR UP’S minimum standards.  |  | X | X | BOY 2017-18 |
| Literacy Program Monitoring Template – PC organize meeting with LT |  | X | X | 4X a year |
| Data collection – DC will collect attendance and enter into SCRIBE |  | X | X | Monthly |
| Data collection – Depending on program, DC will complete (or partially complete) template for BOY, MOY |  |  |  | 3X a year |
| Coordination professional development - GUNM | X | X | X | As needed |
| LT- Incentives for students allowable |  |  | X | Fall, spring semester |
| Verify Teachers have students input into the system, Counselor deleting  |  | X | X | Fall, spring semester |
| Data for BOY, MOY and EOY submissions |  |  |  | See GUNM Planner for dates |

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| PERFORMANCE Indicators | 4-Creating a College-Going Atmosphere/Culture | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | College and Career Readiness System: CRB |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **RIGOROUS CIRRICULUM INSTRUCTION** |  |  |  |  |
| **AVID:** |  | X | X |  |
| AVID CURRICULUM |  |  | X |  |
| AVID Tutorials (PC/DC will track participation) |  |  | X (AC)(AET) |  |
| AVID Binder Checks |  |  | X |  |
| AVID Weekly |  |  |  |  |
| **Independent CCRS:**  |  | X | X |  |
| Define rigorous curriculum and instruction for CCRS and action steps, collect evidence |  |  |  |  |
| **ASSESSMENT AND ACCOUNTABILITY** |  |  |  |  |
| **AVID:** |  |  |  |  |
| ISS and CSS |  |  | X |  |
| Site Visits |  |  |  |  |
| **Independent CCRS:** |  |  |  |  |
| Define plan and action steps for assessment and accountability, collect evidence |  | X |  |  |
| **PROFESSIONAL DEVELOPMENT** |  |  |  |  |
| **AVID:** |  |  |  |  |
| Follow program recommendations including Summer Institute and Pathways |  |  | X |  |
| Arrange training for tutors | X |  | X |  |
| PC/DC will track participation |  |  | X |  |
| **Independent CCRS:** |  |  |  |  |
| Identify PD needs with stakeholders |  | X | X |  |
| Plan and organize PD plan (schedule, required district paperwork, required GEAR UP paperwork) |  | X | X |  |
| Implement PD |  | X | X |  |
| PC/DC will track participation, collect evidence |  | X | X |  |
| **ORGANIZATION AND STRUCTURE-AESTHETICS** |  |  |  |  |
| Staff can display diplomas/honors in office/classroom |  |  |  |  |
| New Mexico colleges and universities will be displayed |  |  |  |  |
| College door decorating contest during GEAR UP Week |  |  |  |  |
| Program Coordinator will maintain a GEAR UP bulletin board |  |  |  |  |
| **SUSTAINABILITY** |  |  |  |  |
| **AVID:** |  |  |  |  |
| **PROFESSIONAL DEVELOPMENT** |  |  |  |  |
| PLC’s |  |  |  |  |
| Site team meetings |  |  |  |  |
| Plan community events |  |  |  |  |
| PC/DC will track participation, collect evidence |  |  |  |  |
| **BEHAVIORAL/NON-COGNITIVE “SOFT SKILLS”** |  |  |  |  |
| **AVID:** |  |  |  |  |
| WICOR, TUTORIAL |  |  |  |  |
| PC/DC will track participation, collect evidence |  |  |  |  |
| **FOCUS:** |  |  |  |  |
| Soft skills worked on monthly with mentors/Near Peer Mentors (Camp) |  |  |  |  |
| **Independent CCRS:** |  |  |  |  |
| Define strategies and plan for addressing behavioral/soft skills |  |  |  |  |
| PC/DC will track participation, collect evidence |  |  |  |  |
| Add participation to SCRIBE |  |  |  |  |

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| PERFORMANCE Indicators | 5-On Track to Graduate with Cohort | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | Transition Services: TRAN |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **Student Transition:** |  |  |  |  |
| Plan for 8th grade students to participate in a transition day at the high school, spring prior to 9th grade |  |  |  |  |
| Collaborate with others as necessary (CTE teachers, clubs, etc.) |  |  |  |  |
| Arrange transportation/facility |  |  |  |  |
| Complete required forms (permission, transportation, P.O’s) |  |  |  |  |
| 8th grade students will receive transition/registration information |  |  |  |  |
| Plan 8th grade transition events. Can include: student expo, FOCUS Ignition, clubs and organizations, etc.Collaborate with H.S. Faculty – Showcase programs, interactive demos, High school shadow day, etc. |  |  |  |  |
| PC/DC will track participation |  |  |  |  |
| **Parent Transition:** |  |  |  |  |
| Plan for Parents/Guardians to be invited to attend a transition night. (Topics can include: student handbook, attendance expectations, graduation requirements, credit recovery options, bridge/lottery scholarship qualifications, financial planning, clubs and organizations, 529 plan etc.,) |  |  |  |  |
| Secure/schedule facility, refreshments, guest speakers, CEO’s etc. |  |  |  |  |
| Complete required forms |  |  |  |  |
| PC/DC will track participation |  |  |  |  |
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| PERFORMANCE Indicators | 6- Increase Post-Secondary Enrollment | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | College Engagement Organization: CEOCEO Ambassadors |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| Advertise CEO- flyers, announcements, etc. |  | X |  | ASAP |
| Identify students for participation in CEO - voluntary |  |  | X | By Sept 1st. |
| Inform students/parents of selection/membership in CEO |  | X | X | Week of 10/9/17 |
| Set expectations including roles, assignments, duties, etc.… |  |  | X | BOY 2017-18On going |
| Set meeting schedule/frequency/location |  | X | X | Beginning of semester |
| Have regularly scheduled meeting (frequency pending district) – Lunch once a month |  |  |  | 0n-going |
| Select project leads for each service project – GU events (CEO’s) |  | X | X | By project |
| Incentives for attendance for CEO’s and Students – try to get students to attend more dependably – What is an allowable purchase? | X | X | X | Monthly |
| Select Students, CEO’s, others to attend GEAR UP New Mexico Student Leadership Conference |  | X | X | Sept-Oct 2017 |
| Document participation of CEO’s on a SAR and turn into DC to be entered into SCRIBE |  |  | X | On going |
| Projects – “You and Us” event and community service project – document on template |  | X | X  | On going |
| Select students to attend GEAR UP planning meeting | X |  | X | Spring |
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| PERFORMANCE Indicators | 6- Increase Post-Secondary Enrollment | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | College Visits |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| Prepare an interest survey with high school students to begin to align preference of college |  | X | X | As soon as school begins |
| Consult SCRIBE to determine who the target group is by priority (i.e. never attended, juniors and each senior should have attended a college visit) Board approval if out of state |  | X | X | As soon as school begins |
| Meet with DC to identify students |  |  | x | 2-3 weeks before trip |
| Secure date on school calendar |  | X | X | On going |
| Submit the One-Time Service form to RC – Let RC know, then submit | X |  | X | 3 or more weeks in advance |
|  |  |  |  |  |
| Call university recruiting office to discuss dates |  |  | X | As soon as school begins |
| Recruit students for CVS |  |  | X | 3 weeks before trip |
| Gather cost for transportation |  |  | X | 2 – 3 weeks before trip |
| Create requisitions for food, transportation, staff |  | X | X | 3 weeks before trip |
| Arrange for transportation |  |  | X | 2 weeks before trip |
| Create the agenda for the day in conjunction with recruiter |  | X | X | 1-2 weeks before trip |
| Discuss food with recruiter (on campus vs off campus) |  | X | x | When original call is made |
| Distribute Parent Consent form |  |  | X  | 1-2 weeks before trip |
| Match possibility? |  |  | X | After trip |
| Prepare the travel packet |  |  | X | Week before trip |
| Parent meeting 1-2 weeks before trip (only if trip is out of state) |  | X | X | 1-2 weeks before trip |
| Collect Parent Consent form |  |  | x | Week before trip/or day of trip |
| Recruit Chaperones (if needed) |  | X | X | 2 weeks before trip |
| Secure subs (if needed) |  | X | X | Week before |
| Ensure students absences are excused |  | X | X | Within that week |
| Work with Fiscal to establish vendors when necessary |  |  | X | 2-3 weeks before |
| Submit proper documentation/receipts to Fiscal |  | X | X | After trip |
| Develop and complete the SARs |  | X | X | Within the week |
| Data entry into SCRIBE |  |  | X | Friday or Monday after trip |
| Administer Survey to students; survey monkey | X |  | X | Day of or day after |
| Take photos to document the trip! Share on social media, school newsletter, etc. |  |  |  |  |
| Bus Tours |  |  |  |  |
| Selection of students based on priority groups (i.e. juniors) | X |  | X |  |

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| PERFORMANCE Indicators | 6- Increase Post-Secondary Enrollment | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | REQUIRED SERVICE- Mentoring: MEN |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **Student Success College Agent** |  |  |  |  |
| Post the College Agent Contract on the sunshine portal for 30 days (does not apply to all Schools) |  |  |  |  |
| Submit the College Agent Contract to HED Fiscal for approval |  |  |  | August 2017 |
| Per your District, develop a contract for College Agent a mentoring program |  |  |  | BOY |
| GEAR UP Coordinator will ensure that the contract is signed by the District and Contractor |  |  |  | August 2017 |
| GEAR UP Coordinator will collaborate with principal(s) to coordinate assembly, date and location |  |  |  |  |
| GEAR UP Coordinator will work with GEAR UP CEO’s to coordinate Ice Breaker and presenter |  |  |  |  |
| GEAR UP Coordinator will make copies of parental consent |  |  | X |  |
| GEAR UP Coordinator will send principal the assembly announcement and the CEO dismissal list |  | X | x |  |
| GEAR UP Coordinator will send the absence secretary the CEO dismissal excused absence list |  | X | X |  |
| GEAR UP Coordinator and CEOs will prep for the event |  |  | x |  |
| GEAR UP Coordinator and CEOs will implement/conduct the event |  |  | x |  |
| GEAR UP Coordinator will develop a roster of the first XYZ students that submit their parental |  |  | x |  |
| GEAR UP Coordinator will upload the roster to SCRIBE for the contractor to download |  |  | x |  |
| GEAR UP Coordinator will e-mail the contractor and HED RC to notify them that the roster had been uploaded |  |  | x |  |
| GEAR UP Coordinator will review the SSA data to identify students to mitigate through usage |  |  | x |  |
| Student Success Agency will upload the district participation reports to SCRIBE |  |  | x |  |
| GEAR UP Coordinator will build the MEN data template to enter district participation reports into |  |  | x |  |

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| PERFORMANCE Indicators | 6- Increase Post-Secondary Enrollment | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | CAP: College Application Week College Signing Day Graduation Week |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **College Application Week** | Intro to College (Fit) |  |  |  |  |
|  | Use PR package |  |  |  |  |
|  | Electronic tool kit |  |  |  |  |
|  | Monitoring form to track students |  |  |  |  |
|  |  |  |  |  |  |
| **College Signing Day** | **During Senior Awards Night/Senior Robing** |  |  |  |  |
|  | Meet with principal and/or senior sponsor, activity coordinator, etc. To determine date and facility |  |  |  | March 2018 |
|  | Secure date and facility on school/district calendar |  |  |  | March 2018 |
|  | Work with administrator to set up program for event, secure additional help needed for set up/clean up |  |  |  | April 2018 |
|  | Determine necessary budget for current event |  |  |  | March 2018 |
|  | Determine necessary budget for next year’s event |  |  |  | April 2018 |
|  | Advertise: invitations, robo-calls, posters, announcements |  |  |  | 2 weeks prior |
|  | Meet with seniors to get college acceptance/decision information |  |  |  | 3 weeks prior |
|  | Enlist CEOs to help with: decorations, posters, pictures, advertising etc. Invite college/university of signing senior |  |  |  | 2-weeks prior |
|  | Get paperwork: One T form, requisitions, purchase orders, SAR’s, etc.… |  |  |  | April 2018 |
|  | Document participation in SCRIBE |  |  |  | By Wednesday following event |
|  | Schedule message for GEAR UP PC, Manicure/Pedicure |  |  |  | Day after event |
|  | **HED Support:** College Acceptance/Decision Swag (date on when swag will be there) Electronic toolkit |  |  |  |  |
|  | **District Support:** Custodial, activities coordinator, administration, staffing and security, schedule tech, (audio/visual), music, (if applicable), food (preparing, serving, clean up). Invite media, share photos on social media/website |  |  |  |  |
|  |  |  |  |  |  |
| **Graduation Recognition** | Pledge care/pins given during senior event to all graduates |  |  |  |  |
|  | Collect contact info from grads so GUNM can keep in touch |  |  |  |  |

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| PERFORMANCE Indicators | 7-Raise Family and Student Knowledge and Awareness of Post-Secondary Financial Options | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | Financial Planning 7/8/; 9/10; 11; 12: FAC |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **7/8 Graders** | **7th Grade** |  |  |  |  |
|  | Prepare an informational session for 7th graders on Piggy Bank Campaign and 529 Savings Plan |  |  |  |  |
|  | Submit the One-Time Service Form |  |  |  |  |
|  | Develop and complete the SARs | X |  | X | 3 or more weeks in advance |
|  | Data entry into SCRIBE |  | X | X | Day of or day after |
|  | **8th Grade** |  |  | X | Friday after trip on Monday |
|  | End of year transition program for outgoing 8th graders that will include readiness activities, building tour, sample scheduling and awards/recognition for completion of middle  | Trans | X | X |  |
|  | Meet with counselor to determine what awards are needed | Trans | X | X |  |
|  | Pair up an outgoing junior with an incoming 9th grader for the tour and then to facilitate a buddy system when they get to the  | Trans | X | X |  |
|  | Set up building tour with high school counselor | Trans | X | X |  |
|  | Share Master Schedule to direct students with selections of | Trans | X | X |  |
|  | Invite parents to join the students with selection of | Trans | X | X |  |
|  | Inform parents and students what the high school graduation requirements and the 529 savings plan |  | X | X |  |
|  | Submit the One-Time service form | X |  | X | 3 or more weeks in advance |
|  | Develop and complete the SAR’s |  | X | X | Day of or day after |
|  | Data entry into SCRIBE |  |  | X | Friday after trip or Monday |
|  |  |  |  |  |  |
| **9/10 Graders** | Duel Enrollment and Concurrent Classes | Trans |  | X |  |
|  | Meet with high school counselor to prepare course requirements for high school and indicate importance of passing grades for future scholarships/lottery scholarships | Trans |  | X |  |
|  | Provide an information session for 9,10,11th graders to share options for college level courses, requirements for duel enrollment classes and future scholarship/lottery scholarships |  |  | X |  |
|  | Application for identified group to the college/university |  |  | X |  |
|  | 529 Savings Plan |  | X | X |  |
|  | Set up dates for meeting with students and parents and prepare a written invitation with information about the session |  |  | X |  |
|  | Arrange training space with building secretary |  | X | X | 3 weeks in advance |
|  | Submit the One-Time Service Form | X |  | X | 3 or more weeks in advance |
|  | Develop and complete the SAR’s |  | X | X | Day of or day after |
|  | Data entry into SCRIBE |  |  | X | Friday or Monday after trip |
|  |  |  |  |  |  |
| **11 Graders** | Submit the One-Time service form | X |  | X | 3 or more weeks in advance |
|  | Develop and complete the SARs |  | X | X | Day of or day after |
|  | Data entry into SCRIBE |  |  | X | Friday or Monday after trip |

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| PERFORMANCE Indicators | 7-Raise Family and Student Knowledge and Awareness of Post-Secondary Financial Options | Type of Action Step | **Timeline** |
| REQUIRED SERVICE | Financial Planning 7/8/; 9/10; 11; 12: FAC |  |  |
| **Action Steps** | **GUNM** | **District** | **School** |  |
| **Princeton Review** |  |  |  |  |
| Meet/Collaborate with principal(s) and or stakeholders to find out what ACT prep you district will implement |  | X | X | April-May 2018 |
| Identify leads implementation- Principal(s) will work with the district to add ACT prep sections that are STARS compliant, to Power School and work through any logistics for credit requirements |  | X | X |  |
| Principal(s)/Counselors will work with the 2017-2018 juniors/seniors to register them for the ACT prep course. (Does not apply to all Schools) |  |  |  | On-Going |
| The GEAR UP Coordinator will follow their district policy to purchase The Princeton Review ACT curriculum.* Develop scope of work
* Post on Sunshine portal for 30 days
* Develop contract once the scope of work has cleared the Sunshine portal
* Create requisition and purchase orders (Does not apply to all Schools)
 |  | X | X |  |
| One the Curriculum is purchased, GEAR UP Coordinator will work with Principal(s) to schedule the three day training with the identified teachers and coordinate substitute logistics |  | X | X |  |
| Teachers will document attendance through Power School and participation though the provided Administrator dashboard. |  |  | X |  |
| Students will register for and take the ACT exam by June 30, 2018 | X |  | X |  |
| At the end of the prep course Principal(s) and GEAR UP Coordinator will evaluate the prep course based on the enrollment factors (current ACT score at time of enrollment ASPIRE scores from December 2015, and or students that have not taken the ACT) and the most current ACT scores to determine process improvement, effectiveness, need for additional courses for next school year, and sustainability by district |  | X | X |  |
| Other ACT prep programs: Doorway to College. |  |  |  |  |