

NEWPORT HIGH SCHOOL

2018 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP)

30-60-90  
Day Plan

TRANSITION READINESS GOAL Long Term Goal/Desired State	By 2020, Newport High School will increase transition readiness, the number of students scoring proficient, in grade 8 by 10% in both Reading & Math as measured by spring MAP assessment scores.
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OBJECTIVE 180 Day Goal/Horizon Goal		STRATEGY What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?		ACTIVITY What Activities will be Deployed based on the Strategy or Strategies chosen?	
By June of 2018, Newport High School will increase Transition Readiness, the number of students scoring proficient, in 8 <sup>th</sup> grade by 5% in both reading and math as measured by spring MAP assessment scores.		DESIGN, ALIGN, AND DELIVER SUPPORT		DEVELOP SCHOOL CULTURE SUPPORTS, BOTH ACADEMIC AND BEHAVIORAL, TO PROMOTE AND SUPPORT LEARNING FOR ALL.	
MEASURE OF SUCCESS		WHO'S ON POINT		FUNDING SOURCE	
Goal Setting, Data representing Goals, Lesson Plans,		Koroly, Gearding, Wood, Weber		TITLE I	
30 Days (JAN 1-FEB 16)	60 Days (FEB 20-MAR 30)	90 Days (APR 9-MAY 31)	120 Days (JUNE 1-SEPT 14)	150 Days (SEPT 17-NOV 2)	180 Days (NOV 2-DEC 21)
<ul style="list-style-type: none"><li>SEND HOME STUDENT PROFILE REPORT, PARENT LETTER, AND RIT BANDS TO INFORM GUARDIANS OF STUDENT PROGRESS</li><li>REVIEW PROGRESS OF FOCUS STUDENTS (GROWTH AND GAP STUDENTS) DURING 7/8 PLC IN READING AND MATH, DISCUSS RELATIONSHIPS WITH ALL OTHER CORE AND RELATED ARTS TEACHERS</li><li>CCR COACH MEET WITH SENIORS NOT TRANSITION READY TO DETERMINE NEXT STEPS</li></ul>	<ul style="list-style-type: none"><li>MOVE STUDENTS TO NEW CATS CLUBS/TESTING GROUPS BASED ON STUDENT TO STUDENT PERSONALITY AND TEACHER RELATIONSHIP TO PROMOTE BEST WORK DURING END OF THE YEAR ASSESSMENTS</li><li>BEGIN DISCUSSIONS OF TEST TAKING STRATEGIES AND GOAL SETTING IN CATS CLUBS</li><li>DEVELOP A PLAN FOR REWARDS AND INCENTIVES FOR MAP AND KPREP TESTING</li><li>GOAL SET FOR READING AND MATH MAP BENCHMARK TESTING</li><li>CCR COACH MEET WITH STUDENTS NOT TRANSITION READY AND DISCUSS WHAT NEEDS TO BE DONE TO BE TRANSITION READY</li></ul>	<ul style="list-style-type: none"><li>7/8 READING AND MATH MAP TESTING</li><li>CREATE A PLUS/DELTA OF THE 90 MINUTE MATH AND READING BLOCK WITH TEACHERS</li><li>DISCUSS NEEDS AND NEXT STEPS TO STRENGTHEN THE 90 MINUTE BLOCK WITH TEACHERS</li><li>CCR COACH MEET WITH STUDENTS NOT TRANSITION READY AND DISCUSS WHAT NEEDS TO BE DONE TO BE TRANSITION READY</li></ul>	<ul style="list-style-type: none"><li>PROVIDE PROFESSIONAL LEARNING BASED ON 90 DAY DISCUSSION OF THE 90 MINUTE READING AND MATH BLOCK/SCHOLASTIC</li><li>REVIEW CONFERENCING EXPECTATIONS AND GOAL SET FOR MAP TESTING</li><li>DEVELOP A PLAN FOR REWARDS</li><li>DEVELOP A PLAN TO GET STUDENT INPUT ON THE 90 MINUTE READING AND MATH BLOCK</li><li>REVIEW PROGRESS OF FOCUS STUDENTS</li></ul>	<ul style="list-style-type: none"><li>ANALYZE DATA TO DETERMINE CURRENT YEARS FOCUS STUDENTS AND REVIEW THE ACHIEVEMENT OF PRIOR YEARS STUDENTS</li><li>CREATE A PLAN TO SUPPORT FOCUS STUDENTS</li></ul>	
30 Day Notes/Reflections	60 Day Notes/Reflections	90 Day Notes/Reflections	120 Day Notes/Reflections	150 Day Notes/Reflections	180 Day Notes/Reflections
<p>Letter sent home to senior parents regarding ACT score and progress including what they could do to assist their child and what opportunities were available to their child</p> <p>Difficulty in determining focus students (due to state accountability) as it changed 4 times this school year. RIT bands need to match state accountability categories (low novice, etc.) to allow growth to be determined</p>	<p>During a faculty meeting, teachers held a “draft” and chose CATS groups (which would be their testing group) based on relationship, behavior, etc.</p> <p>CATS Clubs reviewed GFE and set goals (using Student Profile Page). GFE had been used all year and it was reviewed and discussed how it pertained to K-PREP</p> <p>Plan for incentives were based on GFE rubric. Rewards were given after completion of each assessment</p>	<p>MAP testing completed and all make-ups given (to the best of ability)</p> <p>Email was sent to teachers with plus/delta in preparation of Scholastic PD for Math/Reading</p> <p>Rachel assisted in developing plan to assist students not transition ready</p>			

Met with seniors not transition ready to discuss their next steps and what was available to them (KOSSA and/or Industry Certificate)	round.  Met with seniors not transition ready to discuss their next steps and what was available to them (KOSSA and/or Industry Certificate)				
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TRANSITION READINESS GOAL Long Term Goal/Desired State	By 2019, Newport High School will increase the percentage of students who are transition ready, meeting College, Career or Military readiness standards as determined by KDE expectations, from 57.5 to 80.9.
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By June of 2018, Newport High School will increase the percentage of students who are transition ready, meeting College, Career, or Military readiness standards as determined by KDE expectations to 69.2.	DESIGN, ALIGN, AND DELIVER SUPPORT		DEVELOP SCHOOL CULTURE SUPPORTS, BOTH ACADEMIC AND BEHAVIORAL, TO PROMOTE AND SUPPORT LEARNING FOR ALL.		
MEASURE OF SUCCESS	WHO'S ON POINT		FUNDING SOURCE		
Goal Setting, Data representing Goals	KOROLY, WOOD		SIG, TITLE I		
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● TORCH PREP FOR PORTION OF JUNIOR CLASS	● DEVELOP EXPECTATIONS FOR TEACHERS USING TORCH PREP MATERIALS AND PREPARING STUDENTS FOR MARCH 20 ACT TESTING ● DEVELOP PROCESS FOR CHECKING ILP STATUS AND PLAN IF IT IS NOT COMPLETED ● ILP RESPONSES USED TO ASSIST STUDENTS WITH SCHEDULING OF CLASSES ● CHARITY AND JENNA TO WORK TOGETHER TO MAKE SURE EVERYONE IS SCHEDULED IN CORRECT PATHWAY	● SMALL GROUPS DURING CATS TO COMPLETE ILP AND CHECK SCHEDULE TO MAKE SURE THEY ARE IN CORRECT PATHWAY	● DETERMINE RESOURCE FOR CAREER/COLLEGE PLANNING (ILP HAS NOT BEEN RENEWED BY STATE, WHAT WILL WE USE?) ● TRAIN TEACHERS AND STUDENTS ON PROGRAM ● USE OF ILP OR NEW PROGRAM AND ALL RELEVANT DATA POINTS TO DETERMINE GOALS AND NEXT STEPS FOR TRANSITION READINESS ● INITIAL SCHEDULING OF RTI CLASSES BASED ON ACT SCORES ARE CONFIGURED	● PARENT NIGHT FOR SOPHOMORES AND JUNIORS TO DISCUSS WHAT IT MEANS TO TRANSITION READY FOR GRADUATION	● RECONFIGURATION OF RTI CLASSES BASED ON LEARNING CHECK AND ACT DATA

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TorchPrep plan was developed and completed. Time after TorchPrep to review with students was not sufficient.	<p>CCR Coordinator met with Junior English teachers and developed a plan to fit in all the post-TorchPrep lessons with the time constraints we faced.</p> <p>Process and Plan for ILP check has been developed. Students who had not completed ILP were pulled by select teachers to assist in completion.</p> <p>Charity and Jenna worked together to review every schedule to ensure students are in correct pathway (CTE teachers will be involved on the June 5 PLC day)</p>	Small groups were pulled during scheduling sessions in English classes (and not CATS) to ensure correct pathway.			