

NEWPORT HIGH SCHOOL

2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

<div>GOAL 1: Proficiency</div> <div>Long Term Goal/Desired State</div>		<div>By 2022, NHS will increase the number of 7th and 8th students scoring proficient in reading from 40.7% to 70% and in math from 39% to 70% as demonstrated on KPREP, which ensures students will be transition ready.</div> <div>By 2022, NHS will increase the number of 9th through 12th grade students scoring proficient in reading from 30.4% to 70% and in math from 25% to 70% as demonstrated on the ACT which ensures students will be transition ready.</div>	
OBJECTIVE	STRATEGY	ACTIVITY	FUNDING SOURCE
<div>180 Day Goal/Horizon Goal</div>		<div>What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?</div>	<div>What Activities will be Deployed based on the Strategy or Strategies chosen?</div>
<div>By 2019 NHS will increase NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 40.7% to 42.7% (82 out of 192 students) and in Mathematics from 39% to 41.6% (80 out of 192 students) as indicated on the 2019 K-PREP assessment. NHS will increase the proficiency points in Reading and Mathematics for a combined 60.5 points as indicated on the 2019 K-PREP assessment.</div> <div><ul style="list-style-type: none">• Reading: from 57.6 points to 62.5 points<ul style="list-style-type: none">○ 192 total students; 45 Novice; 65 Apprentice; 60 Proficient; 22 Distinguished• Mathematics: from 65.3 points to 67.8 points<ul style="list-style-type: none">○ 192 total students; 20 Novice; 92 Apprentice; 64 Proficient; 16 Distinguished</div> <div>By 2019 NHS will increase 9th through 12th grade the number of students scoring proficient in reading from 30.4% to 45.4% and math from 25% to 42% as indicated on K-PREP.</div> <div><i>Improvement Priority #2</i> <i>Implement and monitor a school-wide, collaborative instructional process and curriculum that clearly defines high academic expectations for all students and provides support and tools for teachers to adjust instruction to meet the individual needs of students. (Primary Standard 2.5, Secondary Standard 2.7)</i></div>		<div>Deployment of Standards</div> <div>Design and Delivery of Instruction</div>	<div>By 2019 NHS will increase NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 40.7% to 42.7% (82 out of 192 students) and in Mathematics from 39% to 41.6% (80 out of 192 students) as indicated on the 2019 K-PREP assessment. NHS will increase the proficiency points in Reading and Mathematics for a combined 60.5 points as indicated on the 2019 K-PREP assessment.</div> <div><ul style="list-style-type: none">• Reading: from 57.6 points to 62.5 points<ul style="list-style-type: none">○ 192 total students; 45 Novice; 65 Apprentice; 60 Proficient; 22 Distinguished• Mathematics: from 65.3 points to 67.8 points<ul style="list-style-type: none">○ 192 total students; 20 Novice; 92 Apprentice; 64 Proficient; 16 Distinguished</div> <div>By 2019 NHS will increase 9th through 12th grade the number of students scoring proficient in reading from 30.4% to 45.4% and math from 25% to 42% as indicated on K-PREP.</div> <div><i>Improvement Priority #2</i> <i>Implement and monitor a school-wide, collaborative instructional process and curriculum that clearly defines high academic expectations for all students and provides support and tools for teachers to adjust instruction to meet the individual needs of students. (Primary Standard 2.5, Secondary Standard 2.7)</i></div>

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<div>GOAL 2: Separate Academic Indicator</div> <div>Long Term Goal/Desired State</div>		By 2022, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 30.3% to 70%, science from 7.6% to 70%, and social studies from 33.3% to 70% as demonstrated on KPREP which ensures students are transition ready.	
By 2022, NHS will increase the number of 9th through 12th students scoring proficient in writing from 31.5% to 70% and in science from 13.8% to 70% as demonstrated on KPREP and the Integrated Science test which ensures students are transition ready.			
OBJECTIVE	STRATEGY	ACTIVITY	FUNDING SOURCE
180 Day Goal/Horizon Goal	What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?	What Activities will be Deployed based on the Strategy or Strategies chosen?	
<p>NHS will increase the number of 7th and 8th grade students scoring proficient in Writing from 30.3% to 37.6% (25 out of 124 students), Social Studies from 33.3% to 43% (40 out of 93 students) and in Science from 7.6% to 18.7% (20 out of 107 students) as indicated on the 2019 K-PREP assessment.</p> <p>NHS will increase the proficiency points in Writing, Social Studies and Science for a combined 55 points as indicated on the 2019 K-PREP assessment.</p> <ul style="list-style-type: none">● Writing: from 56.6 points to 60 points<ul style="list-style-type: none">○ 93 total students; 18 Novice; 40 Apprentice; 35 Proficient; 0 Distinguished● Social Studies: from 57.6 points to 62 points<ul style="list-style-type: none">○ 93 total students; 20 Novice; 34 Apprentice; 36 Proficient; 3 Distinguished● Science: from 32.1 points to 44 points<ul style="list-style-type: none">○ 107 total students; 33 Novice; 54 Apprentice; 20 Proficient; 0 Distinguished <p>NHS will increase the number of 9th through 12th students scoring proficient in Writing from 31.5% to 44% and in science from 13.8% to 33% as demonstrated on KPREP and the Integrated Science test, which ensures students are transition ready.</p> <p><i>Improvement Priority #1</i> <i>Engage in a data-driven continuous improvement process with school staff. Purposefully monitor, determine measurable results, and revise the school’s continuous improvement plan to improve student learning. (Standard 1.3)</i></p> <p><i>Improvement Priority #3</i> <i>Create a system that provides relevant, focused, and job-embedded professional learning experiences. Ensure professional learning promotes a school-wide culture of creativity, innovation, and collaborative problem solving. Ensure that this system is grounded in professional learning that addresses individual teacher learning needs identified through an authentic collaboration between building-level leaders and teaching staff. Provide sufficient time for implementation and impact, accompanied by specific mechanisms to monitor and evaluate improvements in the learning environment, student achievement, and school effectiveness. (Primary Standard 3.1, Secondary Standard 2.2)</i></p>	<p>Review, Analyze, and Use Data</p>	<p>2.1 Data Driven PLCs: Principal and instructional coach will create a data/assessment plan that ensures relevant and timely data is monitored and effectively used to create change and improvements within these content areas (IP #1).</p> <ul style="list-style-type: none">● Principal, assistant principal, instructional coach and PLC leads will attend Harvard University’s <i>Data Wise</i> Institute to build capacity (Improvement Priority #1, EBP).● PLCs implement data protocols that ensure valid and varied data points to be analyzed and applied, aligned with Balanced Assessment System (IP #1).● Principal and instructional coach will train admin team in admin data protocol (IP #1).● Principal and Instructional Coach will create administrative team data protocol (including data to be examined as well as next steps to improve instruction) (IP #1).● Principal will designate time during administrative team meetings to ensure implementation of admin data protocol (IP #1).● Designated admin team members will monitor and provide feedback on PLC data protocol implementation during PLC meetings (IP #1).● PLCs will determine instructional next steps when answering Phase IV data questions (IP #1).● Principal and instructional coach will monitor and classroom teachers will ensure that the practice of measuring the success/quality of core instruction is done every class, every student, everyday through the measures of congruent formative assessments (IP #1).	<ul style="list-style-type: none">● Professional Development Registration and Travel Expenses for ____ teachers● GradeCam for Data Monitoring● Resources for Benchmark Testing Writing, SS, Science● Professional Development Writing in the Content Areas and for ELA Registration and/or Trainer

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GOAL 3: Growth Long Term Goal/Desired State		By 2022, NHS will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished on Reading and 70% of students scoring proficient/distinguished on Math as measured by the K-PREP Assessment.		
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?	FUNDING SOURCE	
<p>By Spring 2019, NHS will have categorical growth in Reading 41% (82 out of 200 students) scoring Proficient/Distinguished and Mathematics 46.5% (93 out of 200 students) scoring Proficient/Distinguished as indicted by the 2019 Spring K-PREP assessment.</p> <p>NHS will demonstrate categorical growth with all current 7th - 8th grade students in Reading and Mathematics as indicated by the 2019 K-PREP assessment:</p> <p>Reading:</p> <ul style="list-style-type: none">Novice: <u>137</u> to <u>45</u> (decrease of 92 students)Apprentice: <u>35</u> to <u>73</u> (increase of 38 students)Proficiency: <u>23</u> to <u>60</u> (increase of 27 students)Distinguished: <u>5</u> to <u>22</u> (increase of 17 students) <p>Mathematics:</p> <ul style="list-style-type: none">Novice: <u>26</u> to <u>20</u> (decrease of 6 students)Apprentice: <u>101</u> to <u>87</u> (decrease of 14 students)Proficiency: <u>58</u> to <u>75</u> (increase of 17 students)Distinguished: <u>15</u> to <u>18</u> (increase of 3 students) <p><i>Improvement Priority #1</i> <i>Engage in a data-driven continuous improvement process with school staff. Purposefully monitor, determine measurable results, and revise the school's continuous improvement plan to improve student learning. (Standard 1.3)</i></p> <p><i>Improvement Priority #3</i> <i>Create a system that provides relevant, focused, and job-embedded professional learning experiences. Ensure professional learning promotes a school-wide culture of creativity, innovation, and collaborative problem solving. Ensure that this system is grounded in professional learning that addresses individual teacher learning needs identified through an authentic collaboration between building-level leaders and teaching staff. Provide sufficient time for implementation and impact, accompanied by specific mechanisms to monitor and evaluate improvements in the learning environment, student achievement, and school effectiveness. (Primary Standard 3.1, Secondary Standard 2.2)</i></p>	<p>Review, Analyze and Apply Data Results</p> <p>Design and Deliver Assessment Literacy</p> <p>Design, Align, Deliver Support Processes</p>	<p>3.1 Principal and instructional coach ensure proper classroom data collection efforts are implemented with fidelity to create next steps in progress monitoring documentation for students who are not meeting learning expectations in the instructional core. (e.g. ELA: running records, anecdotal notes, fluency comprehension) (IP #1).</p> <p>3.2 The principal, instructional coach, and key teachers will measure the effectiveness of resources and programs (e.g., ESS, PAWS, Schedule, Read 180/System 44, IXL, Reading Plus, Edgenuity).</p> <ul style="list-style-type: none">Examine effectiveness of Read 180 using 18dataBuild a master schedule that provides time for research recommended time for Read 180, dedicated to middle school students (EBP)	<ul style="list-style-type: none">Reading InterventionistRead 180/System 44 Additional LicensesAdditional Rbooks Read 180/System 44Edgenuity	

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30 DAY PLAN				60 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
<ul style="list-style-type: none"> No less than 100% of PLC teams collaboratively create lessons with stated strategy and activity that supports student learning during instruction. No less that 100% of PLC teams collaboratively create lessons that have a beginning, middle and end with activities that support each part of instruction. 100% of classrooms communicate the DLT with “checks” for understanding and higher order questioning built into lesson design. 				<ul style="list-style-type: none"> No less than 100% of PLC teams collaboratively create lessons with stated strategy and activity that supports student learning during instruction. No less that 100% of PLC teams collaboratively create lessons that have a beginning, middle and end with activities that support each part of instruction. 100% of classrooms communicate the DLT with “checks” for understanding and higher order questioning built into lesson design. 			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none"> Lesson Plans/Instructional Lesson Design Form Scheduled Walkthroughs/Sweeps (system for Data Collection) Formative Assessment Results Data (Formative Data Checks - system) 				<ul style="list-style-type: none"> Lesson Plans/Instructional Lesson Design Form Scheduled Walkthroughs/Sweeps (system for Data Collection) Formative Assessment Results Data (Formative Data Checks - system) 			
ALIGNMENT (G#, A#)	30 Days (JAN 1-FEB 22)	WHO'S ON POINT	BY WHEN & HOW	ALIGNMENT (G#, A#)	60 Days (FEB 25-APR 12)	WHO'S ON POINT	BY WHEN & HOW
1.1, 1.2	Admin team selected two high-yield (feedback and metacognitive) strategies that will be implemented school-wide. <ul style="list-style-type: none"> Teachers will be trained in feedback and metacognitive strategies in two grade-level sessions in January (7, 8, 9 – 1/8/19; 10, 11, 12 – 1/15/19) Scheduled 2.5.19 and 2.12.19 Principal will schedule Novice Reduction Coaches to attend PLCs to support strategies during DO stage of PLC protocol (move to 90 days) Principal will create a Google form in which teachers will put the day and time they will be using the strategy during a designated window and principal, assistant principal, and coach will observe strategy implementation and provide feedback (move to 60 days) 	H. Orman	1/15/19 By end of February 2019 1/7/19	1.1, 1.2	Admin team selected two high-yield (feedback and metacognitive) strategies that will be implemented school-wide. <ul style="list-style-type: none"> Teachers will be trained in feedback and metacognitive strategies in two grade-level sessions in January (7, 8, 9 – 1/8/19; 10, 11, 12 – 1/15/19) Scheduled 2.5.19 and 2.12.19 (move 10-12 to 150 day) Principal will schedule Novice Reduction Coaches to attend PLCs to support strategies during DO stage of PLC protocol (move to 90 days) Principal will create a Google form in which teachers will put the day and time they will be using the strategy during a designated window and principal, assistant principal, and coach will observe strategy implementation and provide feedback (move to 60 days) 	H. Orman	
1.1, 1.2	PLC Leads and coach will introduce and model PLC Protocol and Lesson Design in PLCs. <ul style="list-style-type: none"> Admin team members will support, redirect, provide feedback, and monitor during PLCs. (move to 60 days) 	H. Orman M. Hunter S. Weber C. Wood	Introduce and Model By 1/15/19 Support, Redirect, Feedback, and Monitor By 2/22/19	1.1, 1.2	PLC Leads and coach will introduce and model PLC Protocol and Lesson Design in PLCs. <ul style="list-style-type: none"> Admin team members will support, redirect, provide feedback, and monitor during PLCs. (move to 60 days) 	H. Orman M. Hunter S. Weber C. Wood	
1.2	Principal, Assistant Principal, Instructional Coach, and Sustainability Coach will calibrate for effective SIE sweeps. (Ongoing and continued through 60 days)	H. Orman M. Hunter S. Weber	By 2/1/19 2/4/19	1.1, 1.2	Admin team members will monitor school-wide instructional expectations and PLC process congruency through walkthroughs, sweeps, and observations (garner support from District Leadership and District Principals). (move to 90 days)	H. Orman M. Hunter S. Weber	
1.1, 1.2	Admin team members will monitor school-wide instructional expectations and PLC process congruency through walkthroughs, sweeps, and observations (garner support from District Leadership and District Principals). (move to 60 days)	H. Orman M. Hunter S. Weber	1 st Round By 2/22/19	1.3	Create benchmark/interim assessments for separate academic indicator accountability (social studies, science, writing). (move to 120 days)	H. Orman S. Weber	

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2.1	Admin team will create a schoolwide writing plan in collaboration with PLC Leads. (move to 60 days)	H. Orman S. Weber	1st Draft by 2/4/19	2.1	Admin team will create a schoolwide writing plan in collaboration with PLC Leads. (move to 90 days)	H. Orman S. Weber	
3.1, 3.3	PLC teams will develop common formative assessments as part of the new PLC protocol and share results with admin support in PLCs. (move to 60 days)	H. Orman	1st Round by 2/4/19	3.1, 3.3	PLC teams will develop common formative assessments as part of the new PLC protocol and share results with admin support in PLCs. (move to 60 days)	H. Orman	
3.2	Admin team members (in collaboration with R. Ball) will create an assessment plan including specific assessments (formatives; diagnostics; screeners; Tiers 1, 2, and 3), relevant PLCs, and timelines for review.	S. Weber C. Wood	1 st Draft by 2/4/19 2/7/19	3.2	Admin team members (in collaboration with R. Ball) will create an assessment plan including specific assessments (formatives; diagnostics; screeners; Tiers 1, 2, and 3), relevant PLCs, and timelines for review.	S. Weber C. Wood	1 st Draft by 2/4/19 2/7/19
3.3, 3.4	Admin team members will develop progress monitoring systems with key teachers and use these to measure the effectiveness of resources and programs to inform future funding decisions. (move to 60 days) <ul style="list-style-type: none">Based on PLC conversations, Orman coordinated with ER support to do PAWS walkthroughs and determine resources/programs used for intervention to create a comprehensive list that will inform the work.ER support will begin walkthroughs on 2/7/19	H. Orman S. Weber Key Teachers	2/4/19				
30 Day Notes/Reflections/Next Steps				60 Day Notes/Reflections/Next Steps			
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90 DAY PLAN				120 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
<ul style="list-style-type: none"> No less than 100% of PLC teams collaboratively create lessons with stated strategy and activity that supports student learning during instruction. No less that 100% of PLC teams collaboratively create lessons that have a beginning, middle and end with activities that support each part of instruction. 100% of classrooms communicate the DLT with “checks” for understanding and higher order questioning built into lesson design. 				<ul style="list-style-type: none"> 100% of Math, English, Health, Phys. Ed, and possibly Social Studies are using new Kentucky Academic Standards. 100% of PLCS have chosen and are implementing Essential Standards 100% of PLCS have been through each phase of the protocol and are using the data protocol with the balanced assessment system. 			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none"> Lesson Plans/Instructional Lesson Design Form Scheduled Walkthroughs/Sweeps (system for Data Collection) Formative Assessment Results Data (Formative Data Checks - system) Draft of Writing Plan for NHS, Writing Committee for NHS 				<ul style="list-style-type: none"> Lesson Plans/Instructional Lesson Design Form Scheduled Walkthroughs/Sweeps (system for Data Collection) Formative Assessment Results Data (Formative Data Checks - system) Admin Team Data Protocol 			
ALIGNMENT (G#, A#)	90 Days (APR 15-MAY 31)	WHO'S ON POINT	BY WHEN & HOW	ALIGNMENT (G#, A#)	120 Days (JUNE 1-SEPT 13)	WHO'S ON POINT	BY WHEN & HOW
1.1, 1.2	PLC Leads and coach will introduce and model PLC Protocol and Lesson Design in PLCs. A. Admin team members will support, redirect, provide feedback, and monitor during PLCs. (move to 90 days)	H. Orman M. Hunter S. Weber C. Wood	May 30	1.1	Admin team will design, articulate, and implement a plan for standards roll out and vertical/horizontal alignment across grades 7-12 (IP #2 - EBP).	H. Orman S. Weber	August 1
1.1, 1.2	Admin team members will monitor school-wide instructional expectations and PLC process congruency through walkthroughs, sweeps, and observations (garner support from District Leadership and District Principals). (move to 90 days)	H. Orman M. Hunter S. Weber	May 30	1.1	PLCs will collaborate to articulate standards mastery and create subsequent instructional plan for attainment (IP #2).	H. Orman S. Weber	August 15
3.1, 3.3	PLC teams will develop common formative assessments as part of the new PLC protocol and share results with admin support in PLCs. (move to 60 days)	H. Orman		1.1	PLCs will collaborate using the Newport Independent PLC Protocol and PDSA to determine instructional next steps for students.(IP #2)	H. Orman S. Weber	August 30
3.2	Admin team members (in collaboration with R. Ball) will create an assessment plan including specific assessments (formatives; diagnostics; screeners; Tiers 1, 2, and 3), relevant PLCs, and timelines for review.	S. Weber C. Wood	1 st Draft by 2/4/19 2/7/19	1.1	PLCS will collaborate to complete Newport Instructional Lesson Design Forms, using revised essential standards, Newport Independent PLC Protocol, and the Newport Independent Class Structure Expectations (IP #2).	H. Orman S. Weber	September 13
1.3	Create benchmark/interim assessments for separate academic indicator accountability (social studies, science, writing). (move to 120/150 days)	H. Orman S. Weber	May 30	1.1	PLCS will study data through the PLC protocol to make informed instructional decisions.(IP #2, EBP).	H. Orman S. Weber	September 13
2.1	Admin team will create a school-wide writing plan in collaboration with PLC Leads. (move to 90 days)	H. Orman S. Weber	May 30	2.1	PLCs implement data protocols aligned with Balanced Assessment System (ensure multiple data points are being analyzed) (IP #1).	H. Orman S. Weber	September 13
1.1	Admin team with district support will provide initial training and introduction to new standards.(IP #2 - EBP).	H. Orman S. Weber	May 30	2.1	PLCs will determine instructional next steps when answering Phase IV data questions (IP #1).	H. Orman S. Weber	September 13

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				1.3	Draft benchmark/interim assessments for separate academic indicator accountability (social studies, science, writing). (IP #1, IP #2)	H. Orman S. Weber PLC Teams	May 30
				2.1	Principal and Instructional Coach will create admin data protocol (including data to be examined as well as next steps to improve instruction) (IP #1).	H. Orman S. Weber	August 1
				3.2	Administration in collaboration with district staff will post a position and seek to retain a highly qualified, reading certified teacher to implement Read 180 intervention in the middle school.	H. Orman	July 1
90 Day Notes/Reflections/Next Steps				120 Day Notes/Reflections/Next Steps			
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150 DAY PLAN				180 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
<ul style="list-style-type: none"> 100% of PLCS have been through each phase of the protocol and are using the data protocol with the balanced assessment system. 100% of the Admin Team will have been trained in using the admin protocol and designated admin team members are reviewing specific data weekly 				<ul style="list-style-type: none"> 100% of the Admin Team will have been trained in using the admin protocol and designated admin team members are reviewing specific data weekly 100% of all teachers have had sweeps, walkthroughs, and feedback in all core classes or core instruction. 70% of students will be mastering Essential Standards 			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none"> Lesson Plans/Instructional Lesson Design Form Scheduled Walkthroughs/Sweeps (system for Data Collection) Formative Assessment Results Data (Formative Data Checks - system) Admin Team Data Protocol Admin Team Agendas and Next Steps 				<ul style="list-style-type: none"> Formative Assessment Results Data (Formative Data Checks - system) Admin Team Data Protocol Admin Team Agendas and Next Steps Benchmark Assessments 			
ALIGNMENT (G#, A#)	150 Days (SEPT 16-NOV 8)	WHO'S ON POINT	BY WHEN & HOW	ALIGNMENT (G#, A#)	180 Days (NOV 11-DEC 31)	WHO'S ON POINT	BY WHEN & HOW
1.1	PLC's will study and act on formative data using the Newport Independent School PLC Protocol to assess mastery and adjust instruction for students (IP #2).	H. Orman S. Weber	September 25	1.2	Principal, assistant principal, instructional coach will begin planning to attend Harvard University's <i>Data Wise</i> Institute to build capacity with select PLC Leads. (IP #1, EBP)	H. Orman	December 31
1.2	PLCs will determine instructional next steps when answering Phase IV data questions (IP #1).	H. Orman S. Weber	September 25	2.1	Designated admin team members will monitor and provide feedback on PLC data protocol implementation during PLC meetings (IP #1). (on going, move to 180)	H. Orman M. Hunter S. Weber C. Wood K. Gearding	October 1
2.1	Principal and instructional coach will train admin team in admin data protocol (IP #1).	H. Orman S. Weber	October 1	2.1	Principal and instructional coach will monitor and classroom teachers will ensure that the practice of measuring the success/quality of core instruction is done every class, every student, everyday through the measures of congruent formative assessments (IP #1). (on going, move to 180)	H. Orman S. Weber	November 8
2.1	Principal will designate time during administrative team meetings to ensure implementation of admin data protocol (IP #1).	H. Orman	October 1	1.3	Benchmark assessments will be completed and data analyzed through phase 4 PLC Protocol and Admin team data protocol (IP #1).	H. Orman S. Weber	December 31
2.1	Designated admin team members will monitor and provide feedback on PLC data protocol implementation during PLC meetings (IP #1). (on going, move to 180)	H. Orman M. Hunter S. Weber C. Wood K. Gearding	October 1	2.1	Principal and Instructional Coach will begin planning for professional learning in Writing Across the Content Areas and Writing for ELA teachers (IP #3).	H. Orman S. Weber	December 31
2.1	Principal and instructional coach will monitor and classroom teachers will ensure that the practice of measuring the success/quality of core instruction is done every class, every student, everyday through the measures of congruent formative assessments (IP #1). (on going, move to 180)	H. Orman S. Weber	November 8				
3.2	Principal and Instructional Coach will monitor and provide feedback for middle school reading interventionist. (IP #1, IP #3) (on going, move to 180)	H. Orman S.Weber	November 1				
150 Day Notes/Reflections/Next Steps				180 Day Notes/Reflections/Next Steps			
<ul style="list-style-type: none"> 				<ul style="list-style-type: none"> 			