

Newport High SCHOOL

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

GOAL 5: Transition Readiness/Grad Rate <small>Long Term Goal/Desired State</small>	By 2022, Newport High School will raise the graduation rate to 97% as measured by the state 4 year cohort calculation and 100% of Seniors at Newport High School will graduate transition ready.		
OBJECTIVE <small>180 Day Goal/Horizon Goal</small>	STRATEGY <small>What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?</small>	ACTIVITY <small>What Activities will be Deployed based on the Strategy or Strategies chosen?</small>	FUNDING SOURCE
<p>By 2019, Newport High School will raise the graduation rate to 96% as measured by the state 4 year cohort calculation and 72% of Seniors at Newport High School will graduate transition ready.</p> <p><i>Improvement Priority #1</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)</p>	<p>Establishing Learning Culture and Environment</p>	<p>5.1. Student Goal Setting: Students will review their academic and non-academic data quarterly for goal setting and evaluation to ensure their role in becoming Transition Ready. Improvement Priority #1- EBP Training and Professional Learning</p> <ul style="list-style-type: none"> PLC Leadership Teams and Goal Setting Data Wise <p>5.2. Monitoring Graduation & Transition Readiness: Counselors will create and monitor a system to track graduation and transition readiness. Data will be presented and analyzed bi-weekly in Administrative Team Meetings and monthly to all staff at faculty meetings by Counselors for improvement next steps. Improvement Priority #1- EBP</p> <p>5.3 Response to Intervention Tier II: Administrative Team in collaboration with PLC Leads will develop a school-wide approach to provide evidence based interventions in order to impact student transition readiness and graduation rate. Improvement Priority #1 & Priority #2- EBP</p> <p>Training and Professional Learning:</p> <ul style="list-style-type: none"> Mike Mattos and Solution Tree Effective RtI Book Study Brookhart and Moss Strategy Selection KDE CI Coaches Data Wise <p>5.4 Counseling Plan: Counselors will collaborate to present and develop a written system to Administrative Team to ensure improved systems that support learning that includes: Improvement Priority #1 EBP</p> <ul style="list-style-type: none"> Effective Student Scheduling High impactful Master Schedule Plan to maximize Transition Readiness and Graduation Rate. Timelines for Counselors, Students and School Selection of data points to monitor for success 	<p>School Improvement Funds</p> <p>RtI Implementation- Solution Tree Global PD Teacher Leadership Training - PLC Lead Meetings Training “Data Wise” Strategy - PLC Leads and Admin - Travel, Hotel, Cost of Training</p>

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		<ul style="list-style-type: none">• Action steps in 30-60-90 Day Plan• Communication Plan to parents and community• Communication timeline for students/Counselors• A system to monitor Counseling effectiveness <p>Training and Professional Learning:</p> <ul style="list-style-type: none">• School Visits to explore impacts the Master Schedule has on student learning	
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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"> A tracking form for graduation and transition readiness has been created for all 7-12 students. Administrative Team can communicate the system for meeting with all students and setting SMART goals with each student. Administrative Team can actively discuss the new Graduation requirements & provide input on the implementation timeline 				<ul style="list-style-type: none"> 			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none"> Tracking form New Graduation requirement implementation timeline Recognition banner Student action plans for students that are transition ready 				<ul style="list-style-type: none"> 			
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
5.1, 5.2	Counselors will update Transition Readiness monitoring sheet with student goal setting structure	Wood/Gearding	1/7/19	5.2	Counselors will work in collaboration to plan and meet in school time and out-of-school time with students and parents on FAFSA urgency. (move to 60 days)	Wood/Reinhard	2/01/19
5.1	Counselors will develop a plan and timeline for 10th, 11th, and 12th grades to guide student goal setting meetings for transition readiness. Plan will be communicated with admin team.	Wood/Gearding	1/11/19 1/28/19 2/7/19 1/17/19 1/31/19 2/7/18	5.3, 5.4	Counselors will work in collaboration to plan and meet in school time and out-of-school time to develop student schedules and the Master Schedule adjusting to maximize Transition Readiness and Graduation success. (move to 60 days) A. Step 1 B. Step 2 C. Step 3 D. Step 4	Gearding/Wood	2/15/19
5.1	Admin team will be responsible for counseling with specific students on designated timeline. <ul style="list-style-type: none"> 10th Grade (small group?) Gearding 11th Grade (small group/ind. for special circumstances) Wood/Hunter 12th Grade (approx. 12 students each) Orman 	Wood	2/15/19 1/25/19 2/22/19 1/25/19 2/15/19	5.4	Administrative Team will discuss the new Graduation requirements & create an implementation timeline (move to 60 days)	Wood/Hunter	2/15/19
5.3	CTE teachers will align their curriculum to ensure state standards are addressed and are more aligned with mandatory testing. These units will be mapped for this year as units are developed. (For first two instructional chunks)	Hunter/Wood	2/01/19 2/22/19	5.1	Create a recognition plan [banner (method of display)] where students are consistently recognized for accomplishments of Transition Readiness.	Wood/Gearding	2/01/19 2/22/19
5.3	Communicate to every CTE program that they will offer at least 1 Industry Certification.	Hunter/Wood	1/15/19 - verbally 2/1/19 - in writing	5.2	The Persistence to Graduation Report/Early Warning Tool generated through Infinite Campus will be used to identify NHS students at risk of dropping out. NHS Student Support Services personnel will work to connect students identified as at risk with appropriate services, intervention, and course work. (Monitored bi-weekly)	Gearding/Wood	2/01/19
5.1	Create a recognition plan [banner (method of display)] where students are consistently recognized for accomplishments of Transition Readiness.	Wood/Gearding	2/01/19 2/22/19	5.2	Each student who has reached Transition Readiness will create an action plan with counselors/assigned mentors for their journey in needed support for college or career. (PAWS/CATS Club, after school, next steps in the Counseling Process for Graduation and college readiness, NaviGo)	Wood/Gearding /Weber	2/15/19

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5.2	Counselors will work in collaboration to plan and meet in school time and out-of-school time to meet with students and parents on FAFSA urgency. (move to 60 days)	Wood/Reinhard	2/01/19				
5.3, 5.4	Counselors will work in collaboration to plan and meet in school time and out-of-school time to develop student schedules and the Master Schedule adjusting to maximize Transition Readiness and Graduation success. (move to 60 days) A. Step 1 B. Step 2 C. Step 3 D. Step 4	Gearding/Wood	2/15/19				
5.2	The Persistence to Graduation Report/Early Warning Tool generated through Infinite Campus will be used to identify NHS students at risk of dropping out. NHS Student Support Services personnel will work to connect students identified as at risk with appropriate services, intervention, and course work. (Monitored bi-weekly)	Gearding/Wood	2/01/19				
5.2	Each student who has reached Transition Readiness will create an action plan with counselors/assigned mentors for their journey in needed support for college or career. (PAWS/CATS Club, after school, next steps in the Counseling Process for Graduation and college readiness)	Wood/Gearding /Weber	2/15/19				
5.4	Administrative Team will discuss the new Graduation requirements & create an implementation timeline (move to 60 days)	Wood/Hunter	2/15/19				
30 Day Notes/Reflections/Next Steps				60 Day Notes/Reflections/Next Steps			
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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

90 DAY PLAN				120 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
•				•			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
•				•			
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
5.1	CTE PLC Admin leads will collaborate with principal and instructional coach to include relevant benchmark/interim assessments for use in CTE to include in Balanced Assessment System for SY 19-20 (IP #1) .	M. Hunter C. Wood	May 30	5.2	CTE PLC Admin leads will prepare and disseminate Transition Readiness and Persistence to Graduation data at bi-monthly PLC Lead meeting and admin meetings (IP #1, EBP) ..	M. Hunter C. Wood	May 30
5.1	CTE PLC admin leads will collaborate with the CTE PLC to designate (quarterly) dates for student goal setting during SY 19-20 after self-analysis of academic and non-academic data (IP #1) .	M. Hunter C. Wood CTE PLC	May 30	5.3	CTE PLC Admin leads in collaboration with CTE PLC will plan, implement, and monitor a school-wide approach to provide RTI during time designated in master schedule in order to impact student transition readiness and graduation rate. (IP #1, IP #2, EBP)	M. Hunter C. Wood CTE PLC	Septemb er 1
5.1	Administration in collaboration with district admin will create a PLC Lead Protocol (including examination of transition readiness and persistence to graduation data) that will be followed for in bi-monthly PLC Lead meetings that is data driven focused on a Balanced Assessment System and instruction lead by the Principal. (iP #3)	H. Orman S. Weber	May 30				
5.4	Counselors will collaborate to create a draft master schedule plan for SY 19-20 that includes interventions based on data following arena scheduling..	C. Wood K. Gearding	May 15				
5.4	Counselors will collaborate to finalize master schedule in IC for SY 19-20 that includes interventions based on data following arena scheduling..	C. Wood K. Gearding	June 8				
5.4	Counselors and instructional coach will collaborate to create a scheduling plan for SY 19-20 that includes scheduling for RTI, Behavior RTI, and persons responsible.	C. Wood K. Gearding S. Weber	June 8				
90 Day Notes/Reflections/Next Steps				120 Day Notes/Reflections/Next Steps			
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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

150 DAY PLAN				180 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
•				•			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
•				•			
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
5.4	Counselors will collaborate to create a scheduling plan for SY 20-21 that includes: <ul style="list-style-type: none">Timelines for Counselors, Students and SchoolSelection of data points to monitor for successAction steps in 30-60-90 Day PlanCommunication Plan to parents and communityCommunication timeline for students/counselors	C. Wood K. Gearding	August 15	5.4	CTE PLC Admin leads will participate in <i>Data Wise</i> training to analyze, refine, and monitor Transition Readiness and Graduation Rate Systems for SY 20-21.	H. Orman	June 2020
150 Day Notes/Reflections/Next Steps				180 Day Notes/Reflections/Next Steps			
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