

NEWPORT HIGH SCHOOL

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

<div> <div>GOAL 4: Gap</div> <div>Long Term Goal/Desired State</div> </div> <div> <p>By 2022, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups.</p> <ul style="list-style-type: none"> African American students scoring proficient in reading from 17% to 70% as demonstrated on K-PREP. African American students scoring proficient in math from 17.3% to 70% as demonstrated on K-PREP. Students with disabilities scoring proficient in reading from 10.6% to 70% as demonstrated on K-PREP. Students with disabilities scoring proficient in math from 5.3% to 70% as demonstrated on K-PREP. <p>By 2022, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups.</p> <ul style="list-style-type: none"> African American students scoring proficient in reading from 19.2% to 70% as demonstrated on ACT which ensures students are transition ready. African American students scoring proficient in math from 19.2% to 70% as demonstrated on ACT which ensures students are transition ready. </div>			
OBJECTIVE	STRATEGY	ACTIVITY	FUNDING SOURCE
<div>180 Day Goal/Horizon Goal</div> <p>By 2019, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups.</p> <ul style="list-style-type: none"> African American scoring proficient in reading from 17% to 35% and math 17.3% to 35% Disability students scoring proficient in reading 10.6% to 25% and math 5.3% to 20% as demonstrated on K-PREP <p>By 2019, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups:</p> <ul style="list-style-type: none"> African American students scoring proficient in reading from 19.2% to 40% and in math from 19.2% to 40% as demonstrated on ACT <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><i>Improvement Priority #2</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)</p> <p><i>Improvement Priority #3</i> Create a system that provides relevant, focused, and job-embedded professional learning experiences. Ensure professional learning</p>	<div>What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?</div> <p>Design and Deliver Instruction</p>	<div>What Activities will be Deployed based on the Strategy or Strategies chosen?</div> <p>4.1 PLCs will be monitored and supported to ensure that lesson design and lesson delivery will be of high quality that includes cognitive student engagement with appropriate strategies and activities that support the intent of the standard.</p> <ul style="list-style-type: none"> Admin team will develop a master schedule, including Tier III interventions for reading and math, that provides adequate time for PLC work and intervention based on student data.(IP #2 and #3) Teachers and leaders will communicate learning expectations to students and parents, including the need and rationale for an intervention system.(IP #2) Administrators will collect appropriate data to inform professional learning needs of teachers, filtered by grade levels and content. (PLC,Lesson Design, Walkthroughs, Evaluations, Teacher Reflection, PGP) (IP #3) Create and administer PLC Lead/Teacher self-reflection, survey communication form to assist in determining teacher growth needs. (IP #3) Administration in collaboration with district admin will create a PLC Lead Protocol that will be followed for a Monthly PLC Lead Protocol that is data driven focused on a Balanced Assessment System and Instruction Lead by the Principal. (iP #3) Admin team in collaboration with PLC Leads will collaborate to determine professional learning needs for all teachers to get their 24 hours of required time by aligning data, reflections, and 	<ul style="list-style-type: none"> Resources to Implement Stations for Class Structure/Lesson Design--Reading Plus, Edgenuity Extra Certified Pay for 30 teachers 6 hours Class Structure/90 minute training Extra Certified Pay for For New Teachers and Returning Teachers for refreshers in --Kagan day 1, PBL, Google/Schoology, Independent Reading, enVisions, Perspectives, Pearson Math, Edgenuity Professional Learning Trainer for Class Structure/Stations Additional PLC Lead Training Registration, Travel Expenses

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<p><i>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>instructional priorities.(IP #3)</p> <ul style="list-style-type: none">• Admin team schedules and communicates professional learning schedule before the last day of school. (IP #3)• All teachers and admin will reflect and participate in creating professional growth goals in alignment with professional learning. (IP #3)• Admin team will analyze, disaggregate data to determine heterogeneous class groupings for students entering NHS 2019-2020. (IP #1)• Admin team and teachers will be trained in Newport Certified Evaluation System. (IP #3)	
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30 DAY 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 90% of PLC teams collaboratively create engaging lessons with high impact, rigorous strategies.100% of teachers evaluate the effectiveness of their instruction by analysing formative and common assessment data during PLCs.ELEOT ratings from Domains B and D are consistently 3 or higher				<ul style="list-style-type: none">No less than 90% of PLC teams collaboratively create engaging lessons with high impact, rigorous strategies.100% of teachers evaluate the effectiveness of their instruction by analysing formative and common assessment data during PLCs.ELEOT ratings from Domains B and D are consistently 3 or higher			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none">Instructional Lesson Design FormFormative Assessment Results Data (Formative Data Checks - system)Scheduled Walkthroughs/Sweeps using ELEOT Domains B - High Expectations and D - Active Learning (system for Data Collection)				<ul style="list-style-type: none">Instructional Lesson Design FormFormative Assessment Results Data (Formative Data Checks - system)Scheduled Walkthroughs/Sweeps using ELEOT Domains B - High Expectations and D - Active Learning (system for Data Collection)			
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
4.1	Admin team will identify operational definition of engagement and communicate expectations to PLC teams, including academic, behavioral and procedural. (move to 60 days, but rewrite/revise)	H. Orman S. Weber	1/18/19	4.1	Admin team will identify operational definition of engagement and communicate expectations to PLC teams, including academic, behavioral and procedural. (move to 60 days, but rewrite/revise)	H. Orman S. Weber	1/18/19
4.1	The principal will schedule a training session with the Sustainability Coach and PLCs to train teachers in using <i>Classroom Strategies for Interactive Learning</i> by Doug Buehl. (move to 60 days, within context of PLC's)	H. Orman	1/18/19 1/5/19 PLC Lead Training 1/12/19 7-9 Training	4.1	The principal will schedule a training session with the Sustainability Coach and PLCs to train teachers in using <i>Classroom Strategies for Interactive Learning</i> by Doug Buehl. (move to 60 days, PLC Leads)	H. Orman	1/18/19
4.1	PLC Teams will identify one high yield, cognitive engagement strategies to implement per week from <i>Classroom Strategies for Interactive Learning</i> by Doug Buehl in Instructional Lesson Design. (move to 60 days,monitoring of implementation after training)	PLC Leads	2/4/19	4.1	PLC Teams will identify one high yield, cognitive engagement strategies to implement per week from <i>Classroom Strategies for Interactive Learning</i> by Doug Buehl in Instructional Lesson Design. (move to 90 days, after training)	PLC Leads	2/4/19
4.1	Based on Instructional Lesson Designs submitted by PLCs, admin team members will schedule sweeps to monitor implementation quality of identified strategies using ELEOT Domains B and D. (move to 60 days)	H. Orman S. Weber	2/22/19	4.1	Based on Instructional Lesson Designs submitted by PLCs, admin team members will schedule sweeps to monitor implementation quality of identified strategies using ELEOT Domains B and D. (move to 90 days)	H. Orman S. Weber	2/22/19
4.1	Following review of data, PLCs will determine which gap students require additional intervention to attain mastery and specific intervention strategies, including regrouping, PAWS, and/or ESS. (move to 60 days)	PLC Team H. Orman S. Weber	1/25/19	4.1	Following review of data, PLCs will determine which gap students require additional intervention to attain mastery and specific intervention strategies, including regrouping, PAWS, and/or ESS. (move to 60 days)	PLC Team H. Orman S. Weber	1/25/19
30 Day Notes/Reflections/Next Steps				60 Day Notes/Reflections/Next Steps			
<ul style="list-style-type: none">				<ul style="list-style-type: none">			

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90 DAY 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 90% of PLC teams collaboratively create engaging lessons with high impact, rigorous strategies.100% of teachers evaluate the effectiveness of their instruction by analysing formative and common assessment data during PLCs.ELEOT ratings from Domains B and D are consistently 3 or higher				<ul style="list-style-type: none">100% of PLC Leads will be trained in the PLC Lead meeting data protocol and will begin using it100% of parents and students are aware of learning expectations for students and rationale for intervention system100% of teachers will have completed their 24 hours of professional learning100% of teachers will be trained in the Newport Independent Certified Evaluation Plan100% of teachers and admin staff will have a PGP related to the continuous improvement of Newport High School			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
<ul style="list-style-type: none">Instructional Lesson Design FormFormative Assessment Results Data (Formative Data Checks - system)Scheduled Walkthroughs/Sweeps using ELEOT Domains B - High Expectations and D - Active Learning (system for Data Collection)				<ul style="list-style-type: none">PLC Meeting Agendas, Minutes, Notes, and Next steps for studentsTeacher PGPsWebsite, One Calls communicating to parents and studentsClass groupings			
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
4.1	PLC Teams will identify one high yield, cognitive engagement strategies to implement per week from <i>Classroom Strategies for Interactive Learning</i> by Doug Buehl in Instructional Lesson Design. (move to 120 days, after training, ongoing)	PLC Leads	2/4/19 5/30/19	4.1	Administration in collaboration with district admin will create a PLC Lead Protocol 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	8/1/19
4.1	Based on Instructional Lesson Designs submitted by PLCs, admin team members will schedule sweeps to monitor implementation quality of identified strategies using ELEOT Domains B and D. (move to 120 days)	H. Orman S. Weber	2/22/19 5/30/19	4.1	Admin Team will schedule and communicate and train PLC leads on the PLC Lead Protocol for Monthly PLC Lead meetings.	H. Orman S. Weber M. Hunter C. Wood	8/10/19
4.1	Administrators will collect appropriate data to inform professional learning needs of teachers, filtered by grade levels and content. (PLC, Lesson Design, Walkthroughs, Evaluations, Teacher Reflection, PGP) (iP #3)	H. Orman S. Weber	5/1/19	4.1	Teachers and leaders will communicate learning expectations to students and parents, including the need and rationale for an intervention system.(iP #2)	S. Weber	8/21/19
4.1	Create and administer PLC Lead/Teacher self-reflection, survey communication form to assist in determining teacher growth needs. (iP #3)	S.Weber	5/1/19	4.1	Admin team will analyze/disaggregate data to determine heterogeneous class groupings for students entering NHS 2019-2020.	H. Orman S. Weber K. Gearding C. Wood M. Hunter	8/1/19
4.1	Admin team in collaboration with PLC Leads will collaborate to determine professional learning needs for all teachers to get their 24 hours of required time by aligning data, reflections, and instructional priorities.(iP #3)	H. Orman S. Weber PLC Leads	5/1/15	4.1	Teachers will participate in 24 hours of professional learning.	S. Weber	8/13/19
4.1	Admin team will complete schedules and communicates professional learning before the last day of school. (iP #3)	S. Weber	5/30/19	4.1	Admin team and teachers will be trained in Newport Certified Evaluation System. (iP #3)	H. Orman	9/10/19
4.1	Admin team will develop a master schedule, including Tier III interventions for reading and math, that provides adequate time for PLC work and intervention based on student data.(iP #2 and #3)	H. Orman K. Gearding C. Wood	5/28/19	4.1	All teachers and admin will reflect and participate in creating professional growth goals in alignment with professional learning. (iP #3)	H. Orman M. Hunter	

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90 Day Notes/Reflections/Next Steps					120 Day Notes/Reflections/Next Steps		
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150 DAY PL150 DAY PLAN				180 180 DAY PLAN 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
4.1	All teachers and admin will reflect and participate in creating professional growth goals in alignment with professional learning. (IP #3)	H. Orman M. Hunter	9/30/19				
150 Day Notes/Reflections/Next Steps				180 Day Notes/Reflections/Next Steps			
•				•			