ORT HIGH SCHOOL

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

GOAL 1: Proficiency Long Term Goal/Desired State	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. 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.		
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**

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.
● **Reading**: from 57.6 points to 62.5 points
  ○ 192 total students; 45 Novice; 65 Apprentice; 60 Proficient; 22 Distinguished
● **Mathematics**: from 65.3 points to 67.8 points
  ○ 192 total students; 20 Novice; 92 Apprentice; 64 Proficient; 16 Distinguished
 	
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.
 	
Improvement Priority #2
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)
	Deployment of Standards
	
	Design and Delivery of Instruction
		1.1 **Standard Deployment of KAS:** Teachers and administrators will thoroughly examine/analyze the intent of each standard to gain in-depth understanding using a systematic approach during PLCs to ensure the communication to students and "unpacking" the specific learning target is accurate for learning.
		● Admin team will design, articulate, and implement a plan for standards roll out and vertical/horizontal alignment across grades 7-12 **(Improvement Priority #2 - EBP)**.
		
		1.2 **Execution of PLC Protocol for Continuous Improvement:** PLCs will meet regularly to utilize a defined protocol in weekly scheduled curriculum planning meetings to review the alignment/congruency between standards, learning targets, and assessment measures.
		● PLC's will collaborate using the Newport Independent PLC Protocol and PDSA to determine instructional next steps for students.**(IP #2, EBP)**
		● PLCS will study data through the PLC protocol to make informed instructional decisions.**(IP #2, EBP)**.
		● PLCs will collaborate to articulate standards mastery and create subsequent instructional plan for attainment **(IP #2, EBP)**.
		● PLC's 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, EBP)**.
		● 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, EBP)**.
			● Extra Certified Pay (*SIF)*
			
			● Global PD – RTI, PLC Protocol (New Teachers) (*SIF)*

GOAL 2: Separate Academic Indicator Long Term Goal/Desired State	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 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**
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. NHS will increase the proficiency points in Writing, Social	**Review, Analyze, and Use Data**	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). ● Principal, assistant principal, instructional coach and PLC leads will attend Harvard University's *Data Wise* Institute to build capacity	● Data Wise Training (DDDM – *SIF*)

Studies and Science for a combined 55 points as indicated on the 2019 K-PREP assessment.
- **Writing**: from 56.6 points to 60 points
  - 93 total students; 18 Novice; 40 Apprentice; 35 Proficient; 0 Distinguished
- **Social Studies**: from 57.6 points to 62 points
  - 93 total students; 20 Novice; 34 Apprentice; 36 Proficient; 3 Distinguished
- **Science**: from 32.1 points to 44 points
  - 107 total students; 33 Novice; 54 Apprentice; 20 Proficient; 0 Distinguished

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.

Improvement Priority #1
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)

Improvement Priority #3
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)

(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)**.

- Solution Tree Global PD – RtI – (*SIF*)

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**
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. NHS will demonstrate categorical growth with all current 7th - 8th grade students in **Reading** and **Mathematics** as indicated by the 2019 K-PREP assessment: **Reading:** ● Novice: 137 to 45 (decrease of 92 students) ● Apprentice: 35 to 73 (increase of 38 students) ● Proficiency: 23 to 60 (increase of 27 students)	Review, Analyze and Apply Data Results Design and Deliver Assessment Literacy Design, Align, Deliver Support Processes	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). 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). ● Examine effectiveness of Read 180 using SY18-19 data ● Build a master schedule that provides time for research recommended time for RTI and Read	● Instructional Coach (*Title I*) ● Reading Interventionist (*Title I*) ● Math Interventionist – part time – (*Title I*) ● Read 180/System 44 Additional Licenses (*SIF*) ● Additional rBooks Read 180/System 44 (*SIF*)

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

● Distinguished: <u>5</u> to <u>22</u> (increase of 17 students) **Mathematics:** ● 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) Improvement Priority #1 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) Improvement Priority #3 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)	180, dedicated to middle school students (**EBP**)	

30 DAY PLAN				60 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
● 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.				● 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:**			
● Lesson Plans/Instructional Lesson Design Form ● Scheduled Walkthroughs/Sweeps (system for Data Collection) ● Formative Assessment Results Data (Formative Data Checks - system)				● 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.
	   a. 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
	   b. Principal will schedule Novice Reduction Coaches to attend PLCs to support strategies during DO stage of PLC protocol (move to 90 days)
	   c. 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.==
					   a. ==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)==
					   b. ==Principal will schedule Novice Reduction Coaches to attend PLCs to support strategies during DO stage of PLC protocol (move to 90 days)==
					   c. ==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.
	   A. 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,
				==1.1, 1.2==	==PLC Leads and coach will introduce and model PLC Protocol and Lesson Design in PLCs.==
					   B. ==Admin team members will support, redirect, provide feedback, and monitor during PLCs. (move to 60 days)==
						==H. Orman==
						==M. Hunter==
						==S. Weber==
						==C. Wood==	

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

			Redirect, Feedback, and Monitor By 2/22/19				
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	1st 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	
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	1st 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	1st 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) ● 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
● Principal and instructional coach met regularly with PLCs to work on using the Newport PLC Protocol and Lesson Design form. ● PLCs at NHS are more department-like versus teachers that teach the same course/grade level. Principal and instructional coach methodically worked with each teacher in PLC and projected individual teacher's Newport PLC Protocol and Lesson Design form to work through deconstructing their standard to create scaffolded learning targets. ● Principal reiterated school-wide instructional expectations with teachers, including articulated learning targets and simultaneously met with students by grade level in Town Halls to reinforce behavior expectations and introduce Wildcat Way and PBIS.	● Instructional Coach and district support attended metacognitive training with KDE continuous improvement support team. ● PLC Leads with 7-9 teachers participated in metacognitive training with district support. ● PLC's researched and brainstormed use of Buehl's Classroom Strategies for more engaging and metacognitive lessons. ● Formative assessment protocol from instructional chunk developed and introduced to PLC's. ● Balanced Assessment system started; need to discuss specific industry cert assessments and best timing and placement for students.

90 DAY PLAN	120 DAY PLAN
WE WILL KNOW WE ARE SUCCESSFUL WHEN:	**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**
● 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.	● 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:**
● 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	● 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

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

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	1st 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
				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**		
	•				•		

150 DAY PLAN	180 DAY PLAN
WE WILL KNOW WE ARE SUCCESSFUL WHEN:	**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**
● 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	● 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:**
● 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	● 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 *Data Wise* 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**			
●					●			

GOAL 4: Gap Long Term Goal/Desired State	By 2022, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups. ● 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. By 2022, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups. ● 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.

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**
By 2019, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups. ● 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 By 2019, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups: ● African American students scoring proficient in reading from 19.2% to 40% and in math from 19.2% to 40% as demonstrated on ACT *Improvement Priority #1* *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)*	**Design and Deliver Instruction**	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. ● 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)	● Resources to Implement Stations for Class Structure/Lesson Design--Reading Plus, Edgenuity (*Title I*) ● Extra Certified Pay for teachers (*SIF*) - Kagan Days 1 and 2, Google, Independent Reading, core programs, Global PD, New Teacher training ● Additional PLC Lead Training Registration, Travel Expenses ● Instructional Rounds Training @ Harvard – (*SIF*)

Improvement Priority #2 *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)* *Improvement Priority #3* *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)*		● 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, teacher leaders and teachers will use Instructional Rounds to determine professional development needs, inform PLC work, and build collective efficacy and instructional capacity. (IP #2, 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 instructional priorities.(IP #3) ● 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)	

30 DAY 30 DAY PLAN				**60 DAY PLAN**			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
● 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				● 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:**			
● Instructional Lesson Design Form ● Formative Assessment Results Data (Formative Data Checks - system) ● Scheduled Walkthroughs/Sweeps using ELEOT Domains B - High Expectations and D - Active Learning (system for Data Collection)				● Instructional Lesson Design Form ● Formative 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 *Classroom Strategies for Interactive*	H. Orman	1/18/19 1/5/19 PLC Lead	4.1	The principal will schedule a training session with the Sustainability Coach and PLCs to train teachers in using *Classroom Strategies for Interactive Learning* by	H. Orman	1/18/19

	Learning by Doug Buehl. (move to 60 days, within context of PLC's)		Training 1/12/19 7-9 Training		Doug Buehl. (move to 60 days, PLC Leads)		
4.1	PLC Teams will identify one high yield, cognitive engagement strategies to implement per week from *Classroom Strategies for Interactive Learning* 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 *Classroom Strategies for Interactive Learning* 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
- Instructional Coach and district support attended metacognitive training with KDE continuous improvement support team. - PLC Leads with 7-9 teachers participated in metacognitive training with district support. - PLC's researched and brainstormed use of Buehl's Classroom Strategies for more engaging and metacognitive lessons. - Formative assessment protocol from instructional chunk developed and introduced to PLC's. - Balanced Assessment system started; need to discuss specific industry cert assessments and best timing and placement for students. - Principal, Counselor, and Coach reviewed data to strategically place students for RtI PAWS classes, next steps will be to inform teachers of the process and guide them through it next time to select students in need of remediation - ELEOT implementation has not occured, team is still determining best way to collect data and what type of form to use to collect it	- Teachers were trained in the use of MAP reports. - Teachers analyzed data from MAP, to determine needs of gap students and all students for growth for RtI classes. - Buehl strategies are being implemented in math, reading, social studies, and science. Teachers are using concept maps and anticipation guides, additional strategies and use will need to be revisited during summer professional development.

90 DAY 90 DAY PLAN	120 DAY PLAN
WE WILL KNOW WE ARE SUCCESSFUL WHEN:	**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**
- 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 analyzing formative and common assessment data during PLCs. - ELEOT ratings from Domains B and D are consistently 3 or higher	100% of PLC Leads will be trained in the PLC Lead meeting data protocol and will begin using it 100% of parents and students are aware of learning expectations for students and rationale for intervention system 100% of teachers will have completed their 24 hours of professional learning 100% of teachers will be trained in the Newport Independent Certified Evaluation Plan 100% 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:**
- Instructional Lesson Design Form - Formative Assessment Results Data (Formative Data Checks - system) - Scheduled Walkthroughs/Sweeps using ELEOT Domains B - High Expectations and D - Active Learning (system for Data Collection)	- PLC Meeting Agendas, Minutes, Notes, and Next steps for students - Teacher PGPs - Website, One Calls communicating to parents and students - Class 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 *Classroom Strategies for Interactive Learning* 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,	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

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

	PGP) (IP #3)						
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	
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:**
•	•

ORT HIGH SCHOOL

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

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			
•				•			

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

GOAL 5: Transition Readiness/Grad Rate *Long Term Goal/Desired State*	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 *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**
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. *Improvement Priority #1* *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)*	**Establishing Learning Culture and Environment**	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** ● **PLC Leadership Teams and Goal Setting** ● **Data Wise** 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** 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** **Training and Professional Learning:** ● **Solution Tree Global PD - RtI** ● **Data Wise** 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** ● 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 ● 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 **Training and Professional Learning:** ● **School Visits to explore impacts the Master Schedule has on student learning**	● RtI Implementation- Solution Tree Global PD (*SIF*) ● Teacher Leadership Training – Extra Certified Pay - PLC Lead Meetings (*SIF*) ● Data Wise (DDDM) Training @ Harvard - Teacher Leads and Admin - (*SIF*)

30 DAY PLAN				60 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
● 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				● 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			
MEASURES/EVIDENCES WE WILL USE ARE:				**MEASURES/EVIDENCES WE WILL USE ARE:**			
● Tracking form ● New Graduation requirement implementation timeline ● Recognition banner ● Student action plans for students that are transition ready				● Tracking form ● New Graduation requirement implementation timeline ● Recognition banner ● Student action plans for students that are transition ready			
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. ● 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	5.4	Administrative Team will discuss the new Graduation requirements & create an implementation timeline (move to 60 days)	Wood/Hunter	2/15/19

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

			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
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**			

- Counselors worked with scheduling consultant to begin planning and brainstorming for master schedule changes for the 2019-2020 school year.
- Recognition banner created and set up outside the cafeteria doors.
- CTE teachers began creating a plan and implementing measures to give students who are eligible industry certification assessments for this year.

- Admin team with district support worked to brainstorm additional needs and consideration for master schedule including improvement priorities, new graduation requirements, and additional support and implementation of CTE/PLTW programming.
- Counselors with district support created a plan for arena scheduling for students next year.
- CTE teachers began assessing students for industry certifications.
- CTE teachers provided remediation based on learning check data for CTE-EOP.
- Principal and Counselor implemented Wildcat Way rewards for students showing exceptional behavior, attendance, and grades.

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	September 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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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: • Timelines for Counselors, Students and School • Selection of data points to monitor for success • Action steps in 30-60-90 Day Plan • Communication Plan to parents and community • Communication timeline for students/counselors	C. Wood K. Gearding	August 15	5.4	CTE PLC Admin leads will participate in *Data Wise* training to analyze, refine, and monitor Transition Readiness and Graduation Rate Systems for SY 20-21.	H. Orman	June 2020

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

150 Day Notes/Reflections/Next Steps				**180 Day Notes/Reflections/Next Steps**			
•				•			