

<p style="text-align: center;">Standards-Based Instruction Reading Goal</p> <p>Proficiency rates will grow from 62% to 70% on the MCA in April, 2021.</p>	<p style="text-align: center;">Standards-Based Instruction Math Goal</p> <p>Proficiency rates will grow from 52% to 60% on the MCA in April, 2021.</p>
<p style="text-align: center;">Structural Reform -Credit Attainment Goal</p> <p>Credit attainment rates for 9th grade students across core subject areas (math, ELA, science and social studies) will increase from 82.5% (average of Q1 and Q2 in 18-19) to 85% as measured by credit data by June 2020 (88% by June 2021).</p>	
<p style="text-align: center;">Structural Reform -School-Wide Grading Policy</p> <p>80% of teachers will implement a defined school-wide grading policy as measured by Schoology course information by 5/22/2020. 100% of teacher will implement the defined school-wide grading policy as measured by Schoology course information by 5/28/2021.</p>	
<p style="text-align: center;">Culture & Climate/Behavior Goal</p> <p>Reduce Student Referrals building-wide. The percentage of students with 0-1 ODR referral will be at least 80% as measured by ODR data in SWIS/CAMPUS by June 2020 AND percentage of ODR from AA students will decrease from baseline (collected Sep. 2019-Jan 2020) by at least 10% to more closely align with enrollment percentages, as measured by ODR data in SWIS/CAMPUS from Feb-June 2020.</p>	
<p style="text-align: center;">Graduation Goal</p> <p>Four-year graduation rates for special education students will increase from 58% (three-year average 2015-17) to 70% as measured by MARSS end status by June 2021.</p>	

CENTRAL SENIOR HIGH SCHOOL SCIP AT A GLANCE

3-26-19 DRAFT pg 2.

<p>Standards-Based Instruction Strategy Reading</p>	<p>Standards-Based Instruction Strategy Math</p>	<p>Structural Reform –Additional academic supports and interventions (by peers) to identified students in Math</p>
<p>Focused Note Taking Across Content Areas (as part of AVID school-wide approach)</p> <ul style="list-style-type: none"> • Cornell notes • Graphic organizers • Marking the text, questioning <p>Teachers will receive PD - PD Fridays -Increased focus of Freshmen</p> <p>Teacher Actions -70% of teachers will implement Cornell notes across content areas as measured by walkthroughs and student work samples by 11/15/2019. -70% of teachers will implement graphic organizers across content areas as measured by walkthroughs and student work samples by 5/22/2020. - 70% of teachers will implement text marking strategies across content areas as measured by walkthroughs and student work samples by 11/25/2020.</p> <p>Leadership Actions -Admin Team monitors teachers’ use of Focused Note Taking Strategies</p> <p>Monitoring -Walkthroughs -PLC notes -PD Plan</p> <p>Evidence of success - MCA Reading proficiency will increase by 8% -All teachers trained</p>	<p>Task, Questioning, and Evidence Framework</p> <ul style="list-style-type: none"> • All math teachers attend TQE PD days during district PD days (opening week, November, March). • All math teachers attend relevant cohort meetings during fall and spring cohort offerings. • PLC action cycles and planning. <p>Teacher Actions</p> <ul style="list-style-type: none"> - 100% of math teachers will participate in district-wide PD and cohort PD related to TQE framework as measured by PDExpress clock hours by 5/22/2020. - 70% of math teachers will implement the “Task” component of the TQE framework as measured by PLC notes by 11/25/2020. - 70% of math teachers will implement the “Questioning” component of the TQE framework as measured by PLC notes by 02/19/2021. - 70% of math teachers will implement the “Evidence” component of the TQE framework as measured by PLC notes by 05/28/2021. <p>Leadership Actions - Admin team monitors implementation</p> <p>Monitoring -Walkthroughs -PLC notes -PD Plan</p> <p>Evidence of success - MCA Math proficiency will increase by 8% - All teachers trained</p>	<p>Math Mentor and Support Resources</p> <ul style="list-style-type: none"> • Students receive targeted individual or small group tutoring, make up work, etc. • Math mentors: Successful math students (Gr. 10-12) serve as TA’s to mentor and assist struggling students in class. • Math tutoring during Study Halls – 9th grade. <p>Teacher Actions</p> <ul style="list-style-type: none"> - 100% of ninth grade math teachers will implement a math mentoring program in core classes as measured by teacher report by 12/20/19. - Ninth-grade math teachers identify math mentors who can provide supports and interventions to peers in core classes. - 100% of administrators will implement a math tutoring program to provide extra support to identified ninth-grade students as measured by student participation and passing rates by 6/09/2020. <p>Leadership Actions - Admin team and math department plans implementation of math tutoring during study hall. -Admin team assign students who need extra support to math tutorin during a defind period of the day (of or after school support) -Admin team will monitor Math Review during walkthroughs & PLC notes evaluation</p> <p>Monitoring -Sign-in sheets -PLC notes -Walkthroughs</p> <p>Evidence of success - Grades for students utilizing support services will show improvements - Increased passing rates in math</p>

CENTRAL SENIOR HIGH SCHOOL SCIP AT A GLANCE

3-26-19 DRAFT pg. 3

Structural Reform –School-wide grading policy	Culture & Climate PBIS	Data Based Accountability and Evaluation – Graduation Goal
<p><u>School-wide grading policy across all content areas</u></p> <p>Teacher Actions</p> <ul style="list-style-type: none"> -80% of teachers will implement a defined school-wide grading policy as measured by Schoology course information by 05/22/2020. - 100% of teachers will implement the defined school-wide grading policy as measured by Schoology course information by 05/28/2021. <p>Leadership Actions</p> <ul style="list-style-type: none"> -Admin gathers feedback from staff regarding grading policies. - Admin develops a grading system that specifies definitions of various grades (i.e., A, B, C,) and the breakdown of summative and formative assessment for each course. - Admin updates the policy to add additional information regarding reassessment and late homework. - Admin gathers feedback about implementation of grading policy across departments and revise as needed. <p>Monitoring</p> <ul style="list-style-type: none"> -Schoology -Meeting notes -Grading policy documented <p>Evidence of success</p> <ul style="list-style-type: none"> - 100% implementation 	<p><u>Strengthen PBIS and Restorative Practices</u></p> <ul style="list-style-type: none"> • PBIS and RP committees train student leaders to model expected behaviors and present to peers during advisory. • PBIS and RP committees facilitate teaching of expectations during Advisory. • PBIS and RP committees provide professional development to staff regarding Tier 1 PBIS practices, community building, circle facilitation and harm healing using the restorative practice framework. • RP team provides more extensive training around restorative practices to a small group of staff (about 20). • RP Coordinator regularly reviews attendance data to identify students with chronic attendance issues and implements interventions to identified students. <p>Teacher Actions</p> <ul style="list-style-type: none"> -100% of teachers will implement Tier 1 PBIS practices including teaching expectations, as measured by walkthrough data by 12/20/2019. - 70% of teachers will implement community building practices as measured by survey self-report and walkthrough data by 05/22/2020. - 70% of teachers will facilitate circles in their classrooms as measured by walkthrough data by 12/21/2020. - 100% of teachers will implement harm healing circles when necessary as measured by walkthrough data by 05/28/2021. - 100% of Restorative Practices Coordinator and partnering staff will implement interventions to identified students to increase attendance data by 3/27/2020. <p>Leadership Actions</p> <ul style="list-style-type: none"> - Admin team supports and implements PBIS/Restorative practices <p>Monitoring</p> <ul style="list-style-type: none"> -Walkthroughs -PLC notes -PD Plan <p>Evidence of success</p> <ul style="list-style-type: none"> - Reduced school-wide referral totals - Reduction of Af-Am and Spec Ed student dismissals/suspensions 	<p><u>Effective case management for special education students using a tiered system of support</u></p> <ul style="list-style-type: none"> • Case managers: <ul style="list-style-type: none"> - Receive PD on tiered case management model. -Review student data quarterly & select target students. - Implement & monitor research based strategies with target students. • Counseling Department: <ul style="list-style-type: none"> - Provide PD to staff to introduce credit check form and discussion. • Advisory teachers: <ul style="list-style-type: none"> - Engage in discussions with students around credit status on a quarterly basis. <p>Teacher Actions</p> <ul style="list-style-type: none"> - 80% of special education case managers will implement the SPPS model of tiered case management as measured by a tracking document by 12/20/2019. - 70% of Advisory teachers will facilitate credit checks during advisory as measured by a survey completed by Advisory teachers by 03/27/2020. - 100% of special education case managers will create and review student graduation plans annually with IEP teams as measured by graduations plan documents on EdPlan by 05/22/2020. <p>Leadership Actions</p> <ul style="list-style-type: none"> - Special education coach will provide PD & review interventions and student progress -Admin supports implementation <p>Monitoring</p> <ul style="list-style-type: none"> -Sign-in sheets -Tracking document -PLC notes -Survey results <p>Evidence of success</p> <ul style="list-style-type: none"> - Increased graduation rates for special education students

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