School Improvement Plan

Cousino High School

Warren Consolidated Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Proud of its tradition of academic excellence since 1962, Cousino High School is focused on preparing students for post secondary success. Cousino is a public, co-education, comprehensive four-year high school accredited through AdvancED and the State of Michigan. Cousino enrolls approximately 1500 in grades 9 through 12. Demographics are as follows: 0.51% American Indian or Alaska Native, 4.95% Asian American, 15.16% Black or African American, 0.13% Native Hawaiian or Pacific Islander, 75.65% White, 1.33% Hispanic or Latino, 2.28% Multi-Racial. Warren is an industrial suburb bordering Detroit and is set amid the "Big Three" auto industry. Cousino's proximity to the GM Technical Center, the world's largest auto research institute, and the satellite automotive and technical business nearby has focused the attention of the community on academic achievement, technological proficiency and career preparation. Warren Consolidated Schools is the eleventh largest district in Michigan with approximately 16,050 students. Cousino is one of three high schools within the Warren Consolidated District. The Cousino High School attendance area encompasses part of Warren and Sterling Heights, Michigan in Macomb County. Our students, largely children of second and third generation European, Asian, and Middle Eastern immigrants, seek affordable housing, excellent schools and career opportunities in automotive and technological professions. The Cousino High School new population mimics the Macomb County trend of showing significant growth in New Americans and African Americans in the state. We are proud of our numerous achievements in academics, arts, and athletics. Cousino's ACT composite scores have shown growth over the past three years with a leveling in 2015. We will be preparing students now for the SAT.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Cousino adopted a mission statement during the 2012-2013 school year that simply and clearly states our primary focus, as follows:
"The mission of Cousino High School is to prepare students for continued growth as successful post secondary students."
We understand learning cannot stop with the high school diploma, and in order for our students to become successful in the global economy, they must continue with post secondary education opportunities. Because of the diversity of its programs, Cousino has won a reputation for innovative instruction and well-prepared graduates in both academic and vocational education. Students may choose programs from district created and managed magnet schools as well as specialized programs at Cousino. Our CAREER PREPARATION CENTER, the largest of these magnet schools, provides eighteen specialized and technical programs for juniors and seniors, ranging from horology to computer information systems. The MACOMB MATHEMATICS SCIENCE TECHNOLOGY CENTER, a consortium of ten school districts, offers an interdisciplinary, accelerated program of studies involving students in collaborative projects that prepare students for careers in science and mathematics.The WARREN CONSOLIDATED SCHOOL OF PERFORMING ARTS focuses on performance production through acting, dancing, set design and construction.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our mission is to prepare students for post-secondary education, and our improvements are promising. Cousino's notable achievements for the past few years are as follows:
- Continuous improvement in ACT,
- Approximately 30% of students receive college scholarships.
- Over the past 4 years Cousino graduates have continued their post-secondary education
at over 80 colleges and universities.
-Cousino students are among the highest in the county in FAFSA applications.
- Cousino jazz, symphonic, and marching bands are repeatedly recognized as premier programs
in Michigan.
- Cousino students continue to win an astounding number of titles and scholarships for their work as dancers, thespians, artists, skilled tradesman.
- Collectively, in the last fiveyears at Cousino our athletic teams have amassed over 20
conference championships and several district championships. Highlighted with a girls basketball state championship in 2016.

Our greatest focus is on improving the number of students on track for "college-readiness." Our percentages are improving, but we have room for growth.

We expect to see substantial improvements in all areas over the next three years.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Cousino High School's School Improvement (SIP) Team is committed to furthering our mission of preparing students for success as post-secondary students. Our focus will continue to be on college-readiness, with the development of data-driven Tier 1 instructional processes as part of the Multi-Tiered Systems of Support (MTSS). This process is in its infancy at Cousino High School. Once we develop a TIER I instructional framework for CHS we will share with all constituents.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders are members of the Cousino School Improvement Team (SIP). We plan school improvement initiatives - based upon student achievement data and community perception data - as a united team. As the principal, when community members are unable to attend SIP meetings, I act as a liaison between the community and the teachers. Monthly I attend booster meeting in which I share and take comments and suggestions from the parents.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Cousino Booster Club Officers - SIP initiative development and monitoring

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is presented to the Cousino booster club during a monthly meeting, with monthly updates as well.

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School Data Analysis

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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

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Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Cousino's student enrollment is gradually decreasing, with the trend expected to continue. The historically at-risk demographic percentages have remained stable: African-American, students with disabilities, and economically disadvantaged. Decreasing enrollment leads to a loss of staff and their professional resources.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Student attendance data remains stable. However, with increasing access to programs outside of the school. Tardiness is a struggle for our students and needs to be addressed. First hour many parents struggle to get their students to school on time.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our suspensions have fallen dramatically due to in-house interventions. We need to continue providing alternatives for students experiencing disciplinary difficulties in school.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Improving communication and TIER I instruction will increase the likelihood for improving relationships and academic success for all students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The staff are prepared to accept the challenges of CHS with a consistent and clear vision of goals and outcomes. Over the years the staff has been very transient yet very experienced. Our staff, as well as our students, need consistent approaches to improve practices with clear monitory of the approaches selected in our goals and strategies. We must use action research with a set of predicted outcomes and readjust when we accomplish or fail to accomplish a set outcome.

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Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of experience support the goals we want to achieve. The staff has an average of 18 years experience per teacher and we must use these well intended individuals to support the goals. The difficulty is in the vision and practical application of the action items they need to focus on. It will be imperative that we address literacy across the curriculum and move our students into high level thinking and learning.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

School leader absences are due to mandates and does not promote the need for consistent monitoring or to support the staff as much as needed.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We have a significant amount of days with unfilled positions placing staff on high alert due to position unfilled and they end up filling positions creating added stress. The sub, system in place does not fill at a rate that is best suited for students success and staff support. We do not have staff exceeding their right of absences.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

As new positions become available due to retirement or resignation, recruiting teachers with demographic ties to our students and their experiences is crucial.

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Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Governance and leaders, as well as resources and support

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Purpose and direction, Use of data to improve achivement

12. How might these challenges impact student achievement?

Staff needs to produce a clear purpose and direction, since the evolution of time has produces various directions, and little follow through, the staff is committed to address this concern now. They will work to promote a clear and focused approach on literacy across the curriculum as well as prompting intervention in the area of math.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We must place an action research component to ensure we review and work towards the areas of concerns. We will address one element of concern, and work on that with focus and intention, to meet the goal. Literacy and math intervention will be our purpose and direction. Within the goals we will have CCR and writing across the curriculum, , TIER I Instructional Framework, and Algebra lab.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Our counselors, special education staff, and administrators follow compliance guidelines and actively work with all students to ensure opportunities are available and optimized.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We provide free online tutoring, tutoring with students, online courses, and dual-enrollment opportunities. We provide after school support in the libraries four days a week and tutoring for 9th grade students who are failing two or more course during lunch. Staff set up time in their classrooms after school which is individualized and not mandatory.

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16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We promote extended learning opportunities through announcements, mailings, online postings, and counselor contacts.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teacher observations, lesson plans, and professional development provide evidence of horizontal and vertical alignment. PLC notes and actions.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The health advisory council will look at results and make recommendations.

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Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students are very average with very little identifiable strengths. Students have basic comprehension and fluency yet with sub groups this is not true.,

19b. Reading- Challenges

Cousino students to improve grade-level comprehension, notably within the African-American and Students with Disabilities sub groups. Prior lack of goals around literacy has not placed the urgency necessary to address this concern and challenege

19c. Reading- Trends

Cousino students continue to be very marginal in gains and decline.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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CHS is committed to placing CCR within the SIP. Additionally we will place an MTSS model with a focus on a common instructional framework Tier , In class intervention tier II and outside intervention within a pull out TIer III. It is our belief that with a common framework and focus on literacy across the curriculum we will improve students reading for all students.

20a. Writing- Strengths

Marginal strength very average rage of improvement and understanding with low level outcomes. Students writing is reflective to their reading scores.

20b. Writing- Challenges

Writing fluency when displaying depth of knowledge is an area in need of great improvement. Students within sub groups are disproportionate to like peers.

20c. Writing- Trends

Student fluency is consistently improving, but displaying depth of knowledge through writing needs to increase as well.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our literacy across the curriculum efforts will offer all students in all content to writing within the context of their classroom. Staff will be provided with clear expectations and rubrics to score and teach the expectations of quality writing as expected for college and career readiness. We will use the MTSS model as described within reading to meet all students needs.

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21a. Math- Strengths

Our strengths are highlighted by the large number of students taking high-level mathematics courses - we have an exceptional number of students with extraordinary math skills.

21b. Math- Challenges

While a large percentage of students are enrolled in high-level math courses, we also have a large gap between the highest and lowest performers. We have not done an adequate job of addressing struggling mathematics students.

21c. Math- Trends

Our overall performance in mathematics is marginal

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will have a focused 9th grade algebra lab and MTSS for all students.

22a. Science- Strengths

Our science program is very average with little growth due to the reading needs as described in the prior questions.

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22b. Science- Challenges

Gaining student access to advances science courses in 11th grade as well as meeting literacy and learning needs for science.

22c. Science- Trends

The trend is no decline or improvement.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Literacy across the curriculum and MTSS as described in prior questions.

23a. Social Studies- Strengths

Students show growth in expressing knowledge in social studies through writing.

23b. Social Studies- Challenges

Literacy and connection to the real world.

23c. Social Studies- Trends

Students are marginal over many years

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Literacy across the curriculum and MTSS

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Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students display the highest levels of satisfaction with Resources & Support Systems and Teaching & Assessing for Learning.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Student show the lowest overall satisfaction with Using Resources for Continuous Improvement.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We will continue to find innovative ways to effectively improve student academic resources.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents indicate highest satisfaction with Resources & Support Systems.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents indicate lowest satisfaction with Pupose & Direction.

25c. Parent/Guardian Perception Data

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What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We will continue to communicate our Purpose & Direction with parents.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers indicate highest satisfaction with Purpose & Direction.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teachers indicate lowest satisfaction with Teaching & Assessing for Learning.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We will continue to support teachers in managing increasing assessments.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Stakeholders indicate highest satisfaction with Resourcs & Support Systems.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholders indicate lowest satisfaction with Using Resources for Continuous Improvement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

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We will continue to communicate with our stakeholders how resources are used in the improvement process.

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Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The overall issue of need is that we must get all constituents on the same page. We must communicate our MTSS model and our school wide behavior plan as well as literacy across the curriculum need. We can do this with a clear and purposeful PLC working within the building and building out from within. We must take ownership for the years of marginal growth and effort of our students and each other. This is a leadership issue and must be the center of all we do.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Honest assessment of the need and provide clear communication of the need to those effected and the outcomes expected. Additionally we must be culturally responsive to our students and to meet them at the point of understanding they are at today.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Literacy across the curriculum
MTSS
School wide behavior plan

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School Additional Requirements Diagnostic

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Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

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School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.wcskids.net/cousino	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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Cousino SIP 2016-17

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Overview

Plan Name

Cousino SIP 2016-17

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	College and career readiness will be promoted by increasing achievement in English Language Arts.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$0
2	College and career readiness will be promoted by increasing achievement in Mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	College and career readiness will be promoted by increasing achievement in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0
4	College and career readiness will be promoted by increasing achievement in reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0
5	College and Career Readiness by increasing achievement in the social sciences.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0

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Goal 1: College and career readiness will be promoted by increasing achievement in English Language Arts.

Measurable Objective 1:
85% of All Students will demonstrate a proficiency toward college readiness in English Language Arts by 06/01/2022 as measured by SAT..

Strategy 1:
Close & Critical Reading - All teachers will give students a CCR quarterly. These will be graded and the data reported before the end of the quarter.

The CCR data will be shared with students in a timely manner.

All teachers will teach their students the specific reading skills identified in the CCR.
Staff will need training in this.
Departments or the entire staff could begin “norming” sessions for the grading of CCR.

Category: Career and College Ready
Research Cited: Anderson, R.C., & Pearson, P.D. (1984). “A Schema-Theoretic View of Basic Processes in Reading Comprehension.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.; Meyer, B.J.F., & Rice, G.E. (1984). “The Structure of Text.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman; Gallagher, M., & Pearson, P.D. (1989) “Discussion,
Comprehension, and Knowledge Acquisition in Content Area Classrooms” (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading; Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992.
"Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association.
Tier: Tier 1

Activity - Professional Development for All Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Close & Critical Reading for all staff.	Professional Learning	Tier 1	Getting Ready	09/05/2016	06/01/2017	$0	Other	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff

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Strategy 2:

Academic Interventions for Identified At-Risk Students (MTSS) - At-risk students will be identified and provided interventions that best meet their academic needs, based upon availability of academic resources. Interventions include staff mentoring and tutorial services.(Tier 2) We will use a a tier 3 intervention of the RSC rooms for the most at risk

Category: Career and College Ready

Research Cited: DuFour, DuFour, Eaker (2008). Schmoker, M. (2006) Results Now. ASCD: Alexadria, VA

Tier: Tier 3

Activity - Data Analysis and Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 1	Getting Ready	09/05/2016	06/05/2017	$0	Other	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff, District level CITS

Activity - MTSS Intervention team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS Team and Intervention support team to address the most at risk and to determine the action steps. Maintain focus school reports and action research to provide updates quarterly to all staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/01/2017	$0	General Fund	Adm. Staff - Teachers - Support Staff

Strategy 3:

Writing within Content Area - All English teachers will teach their students the writing process – prewriting drafting, editing, revising, publishing, and reflection.

Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper.

The teacher will grade it using the approved rubric.

Science and Math will focus on informational writing.

Social Students will focus on informational and argumentative writing.

English will focus on narrative, argumentative, and informational writing.

Electives can choose the form of writing that best matches their purpose each semester.

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Category: English/Language Arts

Research Cited: Reeves, D. B. (2010, November). The Write Way. American School Board Journal: www.asbj.com

Tier: Tier 1

Activity - Writing Across the curriculm	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	$0	Other	CITS Staff, Cousino Administration, MISD Staff

Goal 2: College and career readiness will be promoted by increasing achievement in Mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency toward college readiness in Mathematics by 06/01/2022 as measured by SAT..

Strategy 1:

Common Instructional Practices - Teachers will implement common instructional components that maximize instructional time. - Common Instructional Practices - Teachers will implement common instructional components that maximize instructional time.

Category: Mathematics

Research Cited: Burns, M., & Silbey, R. (2001). Math journals boost real learning. Instructor, 110(7), 18-20.

Tier: Tier 1

Activity - BEPE/Gradual Release	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers are expected to use the BEPE model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal. Each teacher will provide examples upon request, and for curricular work. All students are expected to be engaged and working in the classrooms from bell to bell. Course work and common assessments will tell the teachers if the BEPE model is working. Staff will continue to use the BEPE model, work collaboratively to improve instruction, and observe each other's instruction. Ongoing PD needed to insure fidelity.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff, Cousino Administration, WCS CITS

Strategy 2:

Visible Learning Targets - All teachers will have visible learning targets for the day's instruction. Teachers periodically connect the day's instruction to the learning target.

The principal and other teachers will look for visible learning targets daily.

Category: Career and College Ready

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students should be able to see the visible learning target for the day and explain how it relates to the classroom instruction. Staff will discuss the use and effectiveness of visible learning targets in staff and department meetings.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/01/2017	$0	General Fund	All staff and adm.

Goal 3: College and career readiness will be promoted by increasing achievement in Science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency toward college readiness in Science by 06/01/2022 as measured by Common Local Assessments.

Strategy 1:

Close & Critical Reading - All teachers will give students a CCR quarterly. These will be graded and the data reported before the end of the quarter. The CCR data will be shared with students in a timely manner. All teachers will teach their students the specific reading skills identified in the CCR. Staff will need training in this. Departments or the entire staff could begin "norming" sessions for the grading of CCR.

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Category: Career and College Ready
Research Cited: Anderson, R.C., & Pearson, P.D. (1984). “A Schema-Theoretic View of Basic Processes in Reading Comprehension.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.; Meyer, B.J.F., & Rice, G.E. (1984). “The Structure of Text.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman; Gallagher, M., & Pearson, P.D. (1989) “Discussion,
Comprehension, and Knowledge Acquisition in Content Area Classrooms” (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading; Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992.
"Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association.

Tier: Tier 1

Activity - Professional Development for All Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on implementing Close & Critical and Writing Across the Curriculum.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff, Cousino Administrative Staff, WCS CITS

Strategy 2:
Academic Interventions for At-Risk Students - At-risk students will be identified and provided interventions that best meet their academic needs, based upon availability of academic resources. Interventions include staff mentoring and tutorial services.(Tier 2) We will use a a tier 3 intervention of the RSC rooms for the most at risk
Category: Science
Research Cited: DuFour, DuFour, Eaker (2008). Schmoker, M. (2006) Results Now. ASCD: Alexadria, VA
Tier: Tier 2

Activity - Data Analysis and Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/05/2017	$0	Other	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff

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Strategy 3:

Writing within Content Area - All English teachers will teach their students the writing process – prewriting drafting, editing, revising, publishing, and reflection. Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.

Category: Career and College Ready

Research Cited: Reeves, D. B. (2010, November). The Write Way. American School Board Journal: www.asbj.com

Tier: Tier 1

Activity - Writing Across the curriculm	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it using approved rubric. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	CITS staff, Cousino Administration, MISD staff

Goal 4: College and career readiness will be promoted by increasing achievement in reading.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency toward college readiness in Reading by 06/01/2022 as measured by performance on the SAT.

Strategy 1:

Close & Critical Reading - All teachers will give students a CCR quarterly. These will be graded and the data reported before the end of the quarter. The CCR data will be shared with students in a timely manner. All teachers will teach their students the specific reading skills identified in the CCR. Staff will need training in this. Departments or the entire staff could begin “norming” sessions for the grading of CCR.

Category: Career and College Ready

Research Cited: Anderson, R.C., & Pearson, P.D. (1984). “A Schema-Theoretic View of Basic Processes in Reading Comprehension.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.255-291). New York: Longman.; Meyer, B.J.F., & Rice, G.E. (1984). “The Structure of Text.” In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351). New York: Longman; Gallagher, M., & Pearson, P.D. (1989) “Discussion,
Comprehension, and Knowledge Acquisition in Content Area Classrooms” (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading; Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992.

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"Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association.

Tier: Tier 1

Activity - Professional Development for All Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in Close & Critical Reading for assigned staff.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff

Strategy 2:

Academic Interventions for Identified At-Risk Students (MTSS) - At-risk students will be identified and provided interventions that best meet their academic needs, based upon availability of academic resources. Interventions include staff mentoring and tutorial services.(Tier 2) We will use a a tier 3 intervention of the RSC rooms for the most at risk

Category: English/Language Arts

Research Cited: DuFour, DuFour, Eaker (2008). Schmoker, M. (2006) Results Now. ASCD: Alexadria, VA

Tier: Tier 2

Activity - Data Analysis and Action Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff, Cousino Administrative Staff

Strategy 3:

Writing within Content Area - All English teachers will teach their students the writing process – prewriting drafting, editing, revising, publishing, and reflection. Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.

Category: Career and College Ready

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Research Cited: Reeves, D. B. (2010, November). The Write Way. American School Board Journal: www.asbj.com

Tier: Tier 1

Activity - Writing Across the curriculm	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it using approved rubric. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	CITS staff, Cousino Administration, MISD staff

Goal 5: College and Career Readiness by increasing achievement in the social sciences.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Social Studies by 06/13/2022 as measured by state assessments.

Strategy 1:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;.

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - BEPE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers are expected to use the BEPE model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal. Each teacher will provide examples upon request, and for curricular work. All students are expected to be engaged and working in the classrooms from bell to bell. Course work and common assessments will tell the teachers if the BEPE model is working. Staff will continue to use the BEPE model, work collaboratively to improve instruction, and observe each other's instruction. Ongoing PD needed to insure fidelity.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff, WCS CITS

Strategy 2:

Academic Interventions for Identified At-Risk Students (MTSS) - At-risk students will be identified and provided interventions that best meet their academic needs, based upon availability of academic resources. Interventions include staff mentoring and tutorial services.(Tier 2) We will use a a tier 3 intervention of the RSC rooms for the most at risk

Category: Social Studies

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;.

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 2

Activity - MTSS Intervention team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS Team and Intervention support team to address the most at risk and to determine the action steps. Maintain focus school reports and action research to provide updates quarterly to all staff.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff

Strategy 3:

Reading Strategies - Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.

School-wide use of reading strategies will be clearly evident and recognized during Principal walk-throughs.

Category: Career and College Ready

Research Cited: What Content-Area Teachers Should Know About Adolescent Literacy

National Institute for Literacy

US Department of Education

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Tier: Tier 1

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material. School-wide use of reading strategies will be clearly evident and recognized during Principal walk-throughs. Students will be taught these strategies, and they will be expected to use them in their class when reading. Course work and common assessments as well as standardized test scores will indicate the success of the instruction. Professional development and collaborative work will be required for all teaching staff, on the agreed-upon list of reading strategies Parent education of instructional strategies will take place during open houses, parent night, and parent meetings.	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	$0	Other	Cousino Instructional Staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	The students should be able to see the visible learning target for the day and explain how it relates to the classroom instruction. Staff will discuss the use and effectiveness of visible learning targets in staff and department meetings.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/01/2017	$0	All staff and adm.
MTSS Intervention team	MTSS Team and Intervention support team to address the most at risk and to determine the action steps. Maintain focus school reports and action research to provide updates quarterly to all staff.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/01/2017	$0	Adm. Staff - Teachers - Support Staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Across the curriculm	Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it using approved rubric. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	CITS staff, Cousino Administration, MISD staff
MTSS Intervention team	MTSS Team and Intervention support team to address the most at risk and to determine the action steps. Maintain focus school reports and action research to provide updates quarterly to all staff.	Academic Support Program	Tier 2	Implement	09/01/2016	06/01/2017	$0	Cousino Instructional Staff

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Professional Development for All Staff	Professional development in Close & Critical Reading for assigned staff.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff
Professional Development for All Staff	Professional development in Close & Critical Reading for all staff.	Professional Learning	Tier 1	Getting Ready	09/05/2016	06/01/2017	$0	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff
Data Analysis and Action Plan	Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 1	Getting Ready	09/05/2016	06/05/2017	$0	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff, District level CITS
BEPE	All teachers are expected to use the BEPE model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal. Each teacher will provide examples upon request, and for curricular work. All students are expected to be engaged and working in the classrooms from bell to bell. Course work and common assessments will tell the teachers if the BEPE model is working. Staff will continue to use the BEPE model, work collaboratively to improve instruction, and observe each other's instruction. Ongoing PD needed to insure fidelity.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Cousino Instructional Staff, WCS CITS
Writing Across the curriculm	Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it using approved rubric. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	CITS staff, Cousino Administration, MISD staff

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Data Analysis and Action Plan	Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/05/2017	$0	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff
Professional Development for All Staff	Staff will receive professional development on implementing Close & Critical and Writing Across the Curriculum.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Cousino Instructional Staff, Cousino Administrative Staff, WCS CITS
BEPE/Gradual Release	All teachers are expected to use the BEPE model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal. Each teacher will provide examples upon request, and for curricular work. All students are expected to be engaged and working in the classrooms from bell to bell. Course work and common assessments will tell the teachers if the BEPE model is working. Staff will continue to use the BEPE model, work collaboratively to improve instruction, and observe each other's instruction. Ongoing PD needed to insure fidelity.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/01/2017	$0	Cousino Instructional Staff, Cousino Administration, WCS CITS
Data Analysis and Action Plan	Staff will review available student data (attendance, common assessments, MME, observations, CCR results and writing assessments etc.) to identify at-risk students and their strengths and weaknesses. Based on the student profiles, students will be prescribed interventions to be monitored by instructional and administrative staff.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/01/2017	$0	Cousino Instructional Staff, Cousino Administrative Staff

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Reading Strategies	Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material. School-wide use of reading strategies will be clearly evident and recognized during Principal walk-throughs. Students will be taught these strategies, and they will be expected to use them in their class when reading. Course work and common assessments as well as standardized test scores will indicate the success of the instruction. Professional development and collaborative work will be required for all teaching staff, on the agreed-upon list of reading strategies Parent education of instructional strategies will take place during open houses, parent night, and parent meetings.	Direct Instruction	Tier 1	Implement	09/01/2016	06/01/2017	$0	Cousino Instructional Staff
Writing Across the curriculm	Each teacher will be required to assign a writing project (following the writing process) every semester. Teachers will teach students how to write the paper. The teacher will grade it. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that best matches their purpose each semester.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	$0	CITS Staff, Cousino Administration, MISD Staff

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