

SIP 19-20 CHS

Cousino Senior High School

Warren Consolidated Schools

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Overview

Plan Name

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Plan Description

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: 5	Academic	\$0
2	College and career readiness will be promoted by increasing achievement in Mathematics.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	College and career readiness will be promoted by increasing achievement in Science.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
4	College and career readiness will be promoted by increasing achievement in reading.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	College and Career Readiness by increasing achievement in the social sciences.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

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

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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 - ELA Science and Selected elective teachers will give 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 have been trained and continued trianing will take place in PLC.
 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

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Professional development in Close & Critical Reading for all staff.	Professional Learning	Tier 1	Monitor	09/09/2019	06/26/2020	\$0	Other	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff
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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.	Academic Support Program	Tier 1	Getting Ready	09/09/2019	06/26/2020	\$0	General Fund	Adm staff - teachers

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: Alexandria, 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
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Staff will review available student data (attendance, common assessments, MME, SAT?PSAT, 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	09/09/2019	06/29/2020	\$0	Other	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff, District level CITS
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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.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/09/2019	06/30/2020	\$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.

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 curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers assigned to CCR will extend the learning to writing to create the urgency for students. Will use SAT like materials and process to teach students the process of writing needed to be successful on state assessments.	Professional Learning	Tier 1	Getting Ready	09/09/2019	06/30/2020	\$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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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
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	Implement	09/09/2019	06/29/2020	\$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	09/09/2019	06/29/2020	\$0	General Fund	All staff and adm.

Strategy 3:

Math Support/Reteaching - Math teachers will apply strategic reteaching within each math class based on state and local data.(Blue Books) Students will be expected to master prerequisites they failed to learn from prior years.

Category: Mathematics

Tier: Tier 2

Activity - MAC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will apply strategic reteaching within each math class based on state and local data.(Blue Books) Students will be expected to master prerequisites they failed to learn from prior years.	Academic Support Program, Direct Instruction	Tier 2		09/09/2019	06/29/2020	\$0	General Fund	Math department, Adm. CITS

Strategy 4:

8 Mathematical Practices - Teachers will use two or more of the 8 Mathematical Practices during their daily math instructional time as they teach the state standards

Category: Mathematics

Research Cited: Adelman, C. (1999). Answers in the toolbox. Washington, DC: US Department of Education. Retrieved from U.S. Department of Education website: <http://www2.ed.gov/pubs/Toolbox/index.html>.

Burris, C., Heubert, J., & Levin, H. (2004). Math acceleration for all. Improving Achievement in Math and Science, 61(5), 68-71. Retrieved from http://www.schoolwisepress.com/seminar /2008_12/FastMath.pdf.

Tier: Tier 1

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will include math tasks into major units of instruction in order to facilitate the use of the 8 Mathematical Practices.	Getting Ready	Tier 1	Getting Ready	09/01/2019	06/01/2020	\$0	General Fund	Math Teachers CITS Adm.
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Goal 3: College and career readiness will be promoted by increasing achievement in Science.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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 19-20 - All teachers with the exception of math will give students a CCR quarterly. These will be graded and the data reported in performance matters 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
Staff will receive professional development on implementing Close & Critical and Writing Across the Curriculum.	Professional Learning	Tier 1	Getting Ready	09/09/2019	06/29/2020	\$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 have provided the resources

Category: Science

Research Cited: DuFour, DuFour, Eaker (2008). Schmoker, M. (2006) Results Now. ASCD: Alexandria, 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	09/02/2019	06/01/2022	\$0	Other	Cousino Instructional Staff, Cousino Support 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

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

Tier: Tier 1

Activity - Writing Across the curriculum	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	09/09/2019	06/01/2022	\$0	Other	CITS staff, Cousino Administration, MISD staff

Strategy 4:

Math Across the curriculum - Math, Science and selected elective teachers will implement math correctives during bell work or within the context of the content being taught to improve school wide math achievement.

Category: Science

Tier: Tier 2

Activity - MAC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within Science, Math and selected electives will implement a strategic data based set of skills developed by the math department to be delivered for students throughout the year to improve math skills.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/09/2019	06/01/2020	\$0	General Fund	Adm, Math CITS

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

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency toward college readiness in Reading by 06/01/2022 as measured by performance on the SAT.

Strategy 1:

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 when resources are provided.

Category: English/Language Arts

Research Cited: DuFour, DuFour, Eaker (2008). Schmoker, M. (2006) Results Now. ASCD: Alexandria, 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	09/09/2019	06/22/2020	\$0	Other	Cousino Instructional Staff, Cousino Administrative Staff

Strategy 2:

Writing within Content - ELA, SS, and selective elective 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 curriculum	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	09/09/2019	06/22/2020	\$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 Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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

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Activity - BEPE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Implement	09/09/2019	06/20/2022	\$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 when resources are provided.

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	Getting Ready	09/01/2018	06/22/2020	\$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

Tier: Tier 1

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Students will be taught these strategies, and they will be expected to use them in their class when reading.</p> <p>Course work and common assessments as well as standardized test scores will indicate the success of the instruction.</p> <p>Professional development and collaborative work will be required for all teaching staff, on the agreed-upon list of reading strategies</p> <p>Parent education of instructional strategies will take place during open houses, parent night, and parent meetings.</p>	Direct Instruction	Tier 1	Implement	09/09/2019	06/29/2020	\$0	Other	Cousino Instructional Staff

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
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.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/09/2019	06/30/2020	\$0	Adm. Staff - Teachers - Support Staff
MAC	Teachers within Science, Math and selected electives will implement a strategic data based set of skills developed by the math department to be delivered for students throughout the year to improve math skills.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	09/09/2019	06/01/2020	\$0	Adm, Math CITS
MAC	Math teachers will apply strategic reteaching within each math class based on state and local data.(Blue Books) Students will be expected to master prerequisites they failed to learn from prior years.	Academic Support Program, Direct Instruction	Tier 2		09/09/2019	06/29/2020	\$0	Math department , Adm. CITS
8 Mathematical Practices	Teachers will include math tasks into major units of instruction in order to facilitate the use of the 8 Mathematical Practices.	Getting Ready	Tier 1	Getting Ready	09/01/2019	06/01/2020	\$0	Math Teachers CITS Adm.

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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.	Academic Support Program	Tier 1	Getting Ready	09/09/2019	06/26/2020	\$0	Adm staff - teachers
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	09/09/2019	06/29/2020	\$0	All staff and adm.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	09/09/2019	06/29/2020	\$0	Cousino Instructional Staff, Cousino Administration, WCS CITS

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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	Getting Ready	09/01/2018	06/22/2020	\$0	Cousino Instructional Staff
Reading Strategies	<p>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.</p> <p>School-wide use of reading strategies will be clearly evident and recognized during Principal walk-throughs.</p> <p>Students will be taught these strategies, and they will be expected to use them in their class when reading.</p> <p>Course work and common assessments as well as standardized test scores will indicate the success of the instruction.</p> <p>Professional development and collaborative work will be required for all teaching staff, on the agreed-upon list of reading strategies</p> <p>Parent education of instructional strategies will take place during open houses, parent night, and parent meetings.</p>	Direct Instruction	Tier 1	Implement	09/09/2019	06/29/2020	\$0	Cousino Instructional 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 2	Getting Ready	09/09/2019	06/22/2020	\$0	Cousino Instructional Staff, Cousino Administrative 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 2	Getting Ready	09/02/2019	06/01/2022	\$0	Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff

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Writing Across the curriculum	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	09/09/2019	06/01/2022	\$0	CITS staff, Cousino Administration, MISD 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	09/09/2019	06/29/2020	\$0	Cousino Instructional Staff, Cousino Administrative Staff, WCS CITS
Writing Across the curriculum	Teachers assigned to CCR will extend the learning to writing to create the urgency for students. Will use SAT like materials and process to teach students the process of writing needed to be successful on state assessments.	Professional Learning	Tier 1	Getting Ready	09/09/2019	06/30/2020	\$0	CITS Staff, Cousino Administration, MISD Staff
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	Implement	09/09/2019	06/20/2022	\$0	Cousino Instructional Staff, WCS CITS
Professional Development for All Staff	Professional development in Close & Critical Reading for all staff.	Professional Learning	Tier 1	Monitor	09/09/2019	06/26/2020	\$0	Cousino Administration, Cousino Instructional Staff, WCS CITS Staff

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<p>Writing Across the curriculum</p>	<p>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.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/09/2019</p>	<p>06/22/2020</p>	<p>\$0</p>	<p>CITS staff, Cousino Administration, MISD staff</p>
<p>Data Analysis and Action Plan</p>	<p>Staff will review available student data (attendance, common assessments, MME, SAT?PSAT, 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.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/09/2019</p>	<p>06/29/2020</p>	<p>\$0</p>	<p>Cousino Instructional Staff, Cousino Support Staff, Cousino Administrative Staff, District level CITS</p>