Continuous Improvement Plan for Lejeune High School

	Goal: All students at Lejeune High School will be college and career ready when they graduate from high school.
	List the data used to determine goal: *PSAT; # CTE course completion; DoDEA CAS for Literacy, Algebra I, Geometry, and Algebra II; DoDEA CAS Benchmark Assessments for Literacy, Algebra I, Geometry, and Algebra II; D&F list for Lejeune High School students; Learning Walkthrough Data; and Focused Collaboration Data.*

	Blueprint Alignment	List the data used to determine objectives: *(attach the evidence)*
Objective 1: For the PSAT administered to 9-11 grade students in October of 2020, 40 % of students will meet or exceed the benchmark for College and Career Readiness which measures the readiness of a student's ability to perform at an entry college level course in the areas of mathematics and literacy.	1.1.b	PSAT DoDEA Language Arts Assessment Data # seniors 4 years CTE course completion
Objective 2: For SY 2019-2020, 40% of graduating seniors will be enrolled in 4 consecutive years of CTE courses; and a new goal of 30% of graduating seniors will complete at least 1 CTE pathway.	1.1.c, 1.2.b, 2.1.c	# seniors with CTE Pathway completion DoDEA CAS Assessment Data for Geometry, Algebra I, Algebra II
Objective 3: SY 2019-2020, for students taking the DoDEA CAS assessments a) 45% (3% increase) of students taking the DoDEA Algebra I Assessment will have met or exceeded expectations and 5% (3% decrease) of students taking the DoDEA Algebra I Assessment will not have met expectations as determined by DoDEA Assessment scores for 2020; b) 40% (3% increase) of students taking the DoDEA Geometry Assessment will have met or exceeded expectations and 4% (3% decrease) of students taking the DoDEA Geometry Assessment will not have met expectations as determined by DoDEA Assessment scores for 2020; and c) 27% (increase of 3%) of students taking the DoDEA Algebra II Assessment will have met or exceeded expectations and 13% (3% decrease) of students taking the DoDEA Algebra II Assessment will not have met expectations as determined by DoDEA Assessment scores for 2020. d) 53% or more of students taking the DoDEA Language Arts 10 assessment will have met or exceeded expectations and 5% or less of students taking the DoDEA Language Arts 10	1.1.d, 1.1.g, 2.1.c., 2.1.d, 2.2.b, 2.2.e	and Language Arts 10; DoDEA CAS Benchmark Assessments for Algebra I, Geometry, Algebra II and Language Arts 10. Formative Assessments. PSAT 9, 10, 11.

assessments will not have met expectations as determined by DoDEA assessment scores for 2019.

Objective 4
During the end of 3rd into 4th quarter of 2020 there were 612 student/parent contacts with the counselors concerning social/emotional situations. Also, it was noted that during the Cognia (Advanced Ed) review there was a deficiency in (Indicator A.4). Which indicates that there is apparent need for an intervention in the social and emotional areas of student development and interactions with other students and teachers. Using the "Can Do U" program, there will be a 15% decrease in the number of student/parent and or social/ emotional contacts with the counselors quarterly.

		Why are the students identified in objective #1 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)* Students are in the beginning of the transition phase of the implementation year of CCRSL and CCRSM. Deficient in areas of math and English. Transition period for new curriculum in math and English
		Strategy for #1: Advisory classes, AVID strategies, Lab classes in math and reading, Homework Zone, Monitoring the D&F list 4 Tiers of Intervention, Math Night, and Professional Development for the staff on how to use the PSAT data to achieve student growth.
		Why are the students identified in objective #2 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)* We are in the early phases of emphasizing CTE pathway completion programs. Scheduling conflicts DODEA changing what are the available pathway programs
		Strategy for #2: Informational sessions about CTE programs available before students schedule CTE presentations to the 8th graders before they schedule
		Why are the students identified in objective #3 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)* The assessment results are a benchmark from first year implementation of CCRS for Geometry. Deficiencies in skill development. Lack of familiarity with the testing platform.

	Strategy for #3: Advisory and Extended Learning classes, AVID strategies, Geometry/Alg/Math Lab classes, Homework Zone, Monitoring the D&F list 4 Tiers of Intervention, Math Night, and Professional Development for the staff on how to use Assessment Resources to inform instruction. Reading lab.				
	(Strategy Implementation Activities must be in sequential order.)				

Strategy Implementation	Responsible Party – Person or Group	Resources (Fiscal and Logistics)	Begin Date – End Date	Monitor	Evaluate
Advisory Classes	Advisory Teachers	0	August 2019-2020; 2020-2021	Review PSAT scores of students who are enrolled in Advisory courses vs. not enrolled	CSI Team Administrators
AVID Strategies	All teachers	0	August 2019-2020; 2020-2021	Teachers will implement or continue to use various AVID strategies to further advance students in college readiness skills. Compare the PSAT data of students who are using or being taught with AVID strategies.	CSI Team Administrators
Homework Zone	Homework Zone Coordinators	0	August 2019-2020; 2020-2021	Review PSAT scores of students who attend Homework zone vs. do not attend homework zone. Acclimate students to the test taking platform.	CSI Team Administrators
Math and Reading Lab	Lab teachers	0	August 2019-2020; 2020-2021	Review PSAT scores of students who are enrolled in Advisory courses	CSI Team Administrators
4 Tiers of Intervention	All Staff	0	August 2019-2020; 2020-2021	Compare PSAT scores of students in which the four	CSI Team Administrators

				tiers of intervention have been used with.	
Professional Development on the PSAT	CSI, Ed. Researcher, Counselors	0	August 2019-2020; 2020-2021	Create a checklist of items that have been presented to teachers about the PSAT website and its resources.	CSI Team Administrators
Monitor D& F List	All Staff	0	August 2019-2020; 2020-2021	Bimonthly review the D&F list of students and compare their scores on the PSAT.	CSI Team Administrators
CTE Promotional Sessions Choices 360	CTE teachers, Counselors, CTE ISS	0	August 2019-2020; 2020-2021	Monitor the enrollment rates of students in CTE programs. Possibly survey enrolled CTE students of their intentions on completing a 3 year career pathway	CSI Team Administrators
Scheduling and Course Selection	Counselors	0	October 2019-August 2020; SY 20-21	Transcript review, course selection review with student	CAI Team and Administrators
Math Labs: Algebra I, Geometry, and Math Lab III	Math Lab Teachers		October 2019-August 2020; SY 20-21	Use of chrome books to acclimate students to testing platform Professional Development concerning test alignment and released items Review released items with students for practice.	Math Lab Teachers, CSI Team, and Administrators
Focused Collaboration Groups	Teachers	0	August 2019-2020; Sy 20-21 ongoing	Use of Agenda/Minutes Tool, Three-Stack Protocol, Assessment Data Review, Tiered Intervention for CCRS implementation.	Focused Collaboration Groups, CSI Team, and Administration
Walk Through Feedback to Teachers	Administrators	0	August 2019-2020; SY 20-21 ongoing	Feedback provided to inform instruction	Administrators, and District ISS
Lejeune High Schools Innovative Leadership Literacy Plan	Principal and Literacy Team Leader	0	August 2019-2020; SY 20-21 ongoing	Feedback form	CSI Team and Site Literacy Team

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