

Targeted Goal #1	Raise student achievement on the NWEA MAP assessments			
Measurable Objectives	In Reading, at least 40% of our students will score at the 50th percentile on the NWEA MAP Reading exam and 35% on the NWEA MAP Math exam by the end of the school year.			
Summative Evaluation	Teachers and students improve academic achievement as indicated by MAP performance.			
Progress Evaluation	BOY NWEA MAP Scores	MOY NWEA MAP Scores		EOY NWEA Map Scores
Strategies and Action Steps	Roles Responsible	Funding Source	Timeline for Monitoring	Resources
1. Implement evidence-based, tiered intervention strategies to provide additional student support.	Intervention Teachers, Instructional Assistants	ESSA, ESSER	Tri-annually	Intervention Teachers, Instructional Assistants, curriculum, software, education consultants.
2. Disaggregate student data to understand trends and improve instructional focus.	Director of Student Achievement and Data consultant	ESSA, Local Funds	Tri-annually	Data and trend analysis consulting, targeted instructional approach.
3. Reduce class size and provide extended school day to maximize instructional impact.	Principal Faculty	State Comp Ed	Tri-annually	Core classroom instructional time.
4. Identify and serve the unique needs of special education students.	SPED Teacher, SPED Para	IDEA B, IDEA B ARP, State Funds	Tri-annually	SPED Para, diagnostic/evaluation service, supplies, curriculum, technology, and specialized software.
Measurable Metrics	NWEA MAP Data Teacher Unit Assessments (Progress Monitoring) Classroom exit tickets Student Demographic Information			

Targeted Goal #2	Improve Student Performance on the STAAR			
Measurable Objectives	The Domain 1 (Student Achievement) scaled score will increase to a 75 on the annual STAAR exam by the end of the school year (this can be achieved by hitting 75 approaches, 40 meets, and 15 masters).			
Summative Evaluation	STAAR results will demonstrate strong student growth and the school will meet or exceed the state’s academic standards.			
Progress Evaluation	Benchmark Data	Benchmark Data	STAAR Results	
Strategies and Action Steps	Person Responsible	Funding Source	Timeline for Monitoring	Resources
1. Recruit, train, and retain effective instructional staff.	Principal and Chief of Schools	ESSA, ESSER	Tri-annually	Recruiting. Staff development & learning opportunities.
2. Provide tutorials and summer school program to offer extra remedial support.	Principal	ESSA	Tri-annually	Tutorial sessions, summer school and associated transportation and supplies.
3. Ensure curricular alignment and provide direct technical support to faculty through weekly coaching and observation cycles.	Director of Math Instruction, Director of Literacy Instruction, Director of Student Achievement, Chief of Schools, Principal	ESSER	Tri-annually	Director of Math Instruction, Director of Literacy Instruction, Director of Student Achievement, Chief of Schools, Principal
4. Ensure adequate technological resources are available to our 21 st century learners through a one-to-one technology program.	Principal	ESSER	Tri-annually	Technology (and related consulting), virtual learning, online curriculum access, other devices
5. Achieve performance bonuses...	DSA, Principal, Chief of Schools, Director of HR, Superintendent	ESSER		

Measurable Metrics	Campus Benchmark Assessments Fall/Spring STAAR Benchmark exams Teacher Unit Assessments (Progress Monitoring) STAAR Test Results Staff Retention, Professional Development, and Recruitment Data
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Targeted Goal #3	Student Attendance and Engagement		
Measurable Objectives	We will have an average attendance rate of at least 95% for the year.		
Summative Evaluation	Students are healthy, present, and engaged in the academic and co-curricular program, and parents demonstrate their engagement by sending their students to school everyday.		

Progress Evaluation	FSP Reporting for Cycle 1 and 2	FSP Reporting for Cycles 3 and 4	FSP reporting for Cycles 5 and 6
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Strategies and Action Steps	Role Responsible	Funding Source	Timeline for Monitoring	Resources
1. Address the social, emotional, and mental health needs of students.	School Counselor, Assistant Principal	ESSER	Tri-annually	School Counselor, Assistant Principal, contracted social work, specialized curriculum.
2. Provide parent family engagement opportunities including Parent University, quarterly school events, and parent/teacher conferences.	Principal, Assistant Principal	ESSA	Tri-annually	Assistant Principal, school culture curriculum
3. Address the physical health needs of students through clinic services and comprehensive physical education coursework	School Counselor, Nurse	ESSER	Tri-annually	Clinic services and expanded PE/Athletics program.
4. Improve school culture and student ownership of their learning by providing enrichment activities and a professional uniform.	Principal	ESSER	Tri-annually	Band (teacher, instruments, music), chess, golf, enrichment, and school uniforms.
5. Provide McKinney-Vento and Title I related services to support the enrollment, attendance, and success of homeless children and youth.	Counselor	ESSA	Tri-annually	211 - Title 1, Part A set-aside

6. Remove barriers for students to attend school every day and on time	Assistant Principal	ESSER	Tri-annually	Contracted services for bus transportation
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Measurable Metrics	Average Daily Attendance Disciplinary Data Athletics and Enrichment Participation Elective Teacher Unit Assessments (Progress Monitoring)
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This Campus Improvement Plan was developed in conjunction with a Comprehensive Needs Assessment which included input from and consultation with the Yellowstone College Prep site-based decision-making committee.

This team of stakeholders meets at the beginning, middle, and end of each school year (at a minimum) to continuously review and revise this plan and evaluate progress towards efficiently utilizing the school’s resources to close achievement gaps and maximize student academic success.