

New Bridge High School Continuous Improvement Plan

Based on standards self-assessment, student performance data, analyzed Cognia survey data from all stakeholders, analyzed learning environment data (ELEOT), and attendance/discipline data; the New Bridge School Improvement Team has developed an ongoing 3 year continuous improvement plan that will be reviewed yearly by the team.

Here are the key initiatives for our school improvement:

Goal #1 for New Bridge High School (School Engagement in Classrooms):

During the next three years at New Bridge High School, 100% of students (Individual Transcripts) earn 2- 2.5 credits each quarter (8-10 credits/year) during the school year (4 quarters in the year) to help close the gap in their credit deficiency.

Goal #2 for New Bridge High School (Student Engagement in Classrooms):

During the three years at New Bridge High School, 100% of Seniors (Graduation Status 2022-23 Report) will graduate with a modified or standard diploma by June 2023 and/or earn 2- 2.5 credits each quarter (8-10 credits/year) during the school year (4 quarters in the year) to help close the gap in their credit deficiency

Goal #3 for New Bridge High School (Student Performance on GED Assessments):

During the next three years, 100% of students enrolled in the GED program for 4 or more months will demonstrate growth by passing one or more tests (ELA, Math, SS, and/or Science) towards earning their GED diploma every quarter.

Goal #4 for New Bridge High School (Student Engagement in Classrooms):

During the next three years, 100% of the staff will participate in Professional Development opportunities that will support student growth, school climate and culture, and staff growth in their teaching practices.

Theory of Action Statements that support our School Goals:

- 1) If teachers engage in professional development to learn how to utilize various questioning/engagement strategies and embed in their daily instruction, then all students will be more engaged in their learning in all subject areas and provide students with a deeper understanding of specific learning objectives.*
- 2) If teachers participate in professional development to create various formative assessments using rubrics based on the learning styles (Verbal, Written, Project based, etc) of students and reflect on them during PLC's with colleagues, then students will be able to understand and/or explain how they are being assessed on a specific learning target in their classes.*

- 3) *If our teaching staff engages in PLC time during the school year and review the student assessment data and develop a plan to support our students in their individual growth through our instructional practice, then our students will show positive growth in reading and math assessments (Formative and Summative).*

The continuous improvement plan will be found on the school's website and is also available via email through our school. The School Improvement Team will review the plan quarterly during their meetings and discuss the progress with staff at scheduled Professional Developments during each quarter of the school year.