

NEWPORT PRIMARY SCHOOL

2018 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP)

<div>GAP GOAL</div> <div>Long Term Goal/Desired State</div>	By May 2019, Newport Primary School will increase the average combined Reading and Math Proficiency ratings from 26% to 59% for all students in the non-duplicated gap group as determined by Spring MAP cut scores aligned with K-Prep.
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OBJECTIVE		STRATEGY		ACTIVITY	
180 Day Goal/Horizon Goal		What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?		What Activities will be Deployed based on the Strategy or Strategies chosen?	
By Spring 2018, Newport Primary School will increase the average combined Reading and Math proficiency ratings from 26% to 50.8% for all students in the non-duplicated gap group as determined by Spring MAP cut scores aligned with K-Prep.		ESTABLISHING LEARNING CULTURE AND ENVIRONMENT		ENSURE CULTURALLY RESPONSIVE BEHAVIORS ARE MODELED AMONG FACULTY STAFF AND STUDENTS AND ENSURE THE EXPECTATIONS OF STUDENTS AND STAFF ARE CLEARLY DEFINED AND THAT GROUP NORMS HAVE BEEN ESTABLISHED WITHIN THE CLASSROOM	
MEASURE OF SUCCESS		WHO’S ON POINT		FUNDING SOURCE	
STAFF SURVEYS BEHAVIOR DATA ANALYSIS ACADEMIC DATA ANALYSIS		MATT ATKINS		TITLE I AND TITLE 2	
30 Days (JAN 1-FEB 16)	60 Days (FEB 20-MAR 30)	90 Days (APR 9-MAY 31)	120 Days (JUNE 1-SEPT 14)	150 Days (SEPT 17-NOV 2)	180 Days (NOV 2-DEC 21)
<ul style="list-style-type: none">RON CLARK BOOK STUDY - END OF MOLASSES CLASSESPROFESSIONAL DEVELOPMENT ON CHARACTERISTICS AND TRAITS OF STUDENTS EXPERIENCING POVERTY/TRAUMA.PLC Day JAN. 16TH – GROWTH MINDSET1 TEACHER PER GRADE ATTENDS 1/17 TRAUMA TRAINING AT CO-OPDEVELOP AND IMPLEMENT A SCHOOLWIDE SURVEY FOCUS ON SCHOOL CULTURE AND LEADERSHIPANALYZE KCSS RESULTS AND DEVELOP PLAN FOR CONTINUOUS IMPROVEMENTPLAN FOR ADDITIONAL PD FOCUSED ON WORKING WITH STUDENTS IN POVERTY - PLANNING A ERIC JENSEN BOOK STUDY FOCUSED ON ENGAGING STUDENTS WITH POVERTY IN MIND.	<ul style="list-style-type: none">TRAUMA INFORMED CARE TEAM SHARES WITH FACULTY AND STAFF NEW LEARNING THAT APPLIES TO NPSDEVELOP A PLAN FOR NPS RELATING TO TRAUMA INFORMED CAREPLC DAY FEB. 20TH- TEACHING STUDENTS WITH POVERTY IN MIND TO PROVIDE TEACHERS WITH THE KNOWLEDGE OF SOCIAL/EMOTIONAL NEEDS OF THE STUDENTSANALYZE TEACHER SURVEY FROM 30 DAY PLAN. REFLECT AND MAKE ADJUSTMENTS AS NEEDED.MARCH 30TH ERIC JENSEN: ENGAGING STUDENTS WITH POVERTY IN MINDCO-OP: LAURA CLARKE- OBSERVATIONS OF CLASS ROOMS AND THEN MEET WITH BEHAVIOR INTERVENTIONIST AND ADMIN TO PROVIDE INPUT ON CURRENT BEHAVIOR INTERVENTIONS AND OFFER FEEDBACKBASED ON THE KCSS RESULTS - IMMEDIATELY TIGHTEN EXPECTATIONS AND MONITORING ON I.D. BADGES, SUPERVISION OF STUDENTS, AND LOCKED CLASSROOM DOORS.CONTINUE TO ANALYZE OUR KCSS RESULTS THROUGH THE DISTRICT SAFETY COMMITTEE. AN ADMINISTRATOR, TWO TEACHERS, AND ONE PARENT ARE REPRESENTING OUR	<ul style="list-style-type: none">REVIEW AND REVISE WILDCAT WAY INITIATIVE THROUGH THE CHANGE TEAM BASED ON SURVEY DATA AND CHANGE TEAM REFLECTIONSSUB COMMITTEES FOR WILDCAT WAY- CHANGE TEAM (WILDCAT PLEDGE, ASSEMBLIES, HOUSE MEETINGS, STUDENT OF THE MONTH CRITERIA, STUDENT LED DATA TRACKING)REVIEWING AND REVISING BEHAVIOR EXPECTATIONS TO ENSURE CONSISTENCY AND CLARITY FOR ALL STAFF.TEACHER PLACEMENT CONVERSATIONS TO ENSURE APPROPRIATE PLACEMENT OF TEACHERS FOR GRADE LEVEL STABILITY AND STUDENT GROWTHDEVELOP PD PLANS FOR FOR ALL TEACHERS<ul style="list-style-type: none">NEW TEACHER (DI, CLASSROOM MANAGEMENT, CORE PROGRAMS, TECHNOLOGY)2ND YEAR TEACHERS (ADDITIONAL DI PD)THE NPS SAFETY COMMITTEE IS PARTICIPATING WITH FIRST RESPONDERS AND THE TSA IN A SIMULATION TO CAUSE US TO REFLECT ON OUR SAFETY PROCEDURES AT NPS.	<ul style="list-style-type: none">FULL IMPLEMENTATION OF CULTURALLY RESPONSIVE BEHAVIORS, MODELED BY STAFF AND STUDENTS AND EXPECTATIONS ARE CLEARLY DEFINED AND ESTABLISHED NORMS WITHIN THE CLASSROOM<ul style="list-style-type: none">STUDENTS CONSISTENTLY FOLLOW THE WILDCAT WAY AND SCHOOL-WIDE EXPECTATIONS.STUDENTS ARE RESPECTFUL AND ENGAGED IN THE CLASSROOM.EXPECTATIONS ARE CLEARLY DEFINED, TAUGHT TO STAFF/STUDENTS, AND CONSISTENTLY MONITORED.BEHAVIOR INTERVENTIONIST PROVIDES BEHAVIOR INTERVENTIONS FOR TIER II AND TIER III BEHAVIOR STUDENTS.TRAUMA/DE-ESCALATION TRAINING (AUGUST 10TH). THE GOAL OF THIS TRAINING IS TO PROVIDE STAFF WITH THE KNOWLEDGE NECESSARY TO ADDRESS THE SOCIAL/EMOTIONAL NEEDS OF THE STUDENTS TO KEEP THEM IN THE CLASSROOM.CONSISTENTLY AND STRATEGICALLY MONITOR SCHOOL-WIDE EXPECTATIONS AND DE-ESCALATION TRAINING. THIS INCLUDES MONITORING THROUGH WALKTHROUGHS AND SWEEPS.TUESDAY, 28TH PROCESS AND PLAN FOR ESSENTIAL STANDARDS RTI TO BEGIN ON FRIDAY, AUGUST 31ST. CONTINUE ON FRIDAYS	<ul style="list-style-type: none">REVISIONS OF CULTURALLY RESPONSIVE BEHAVIORS, MODELED BY STAFF AND STUDENTS AND EXPECTATIONS ARE CLEARLY DEFINED AND ESTABLISHED NORM WITHIN THE CLASSROOMCONSISTENTLY AND STRATEGICALLY MONITOR SCHOOL-WIDE EXPECTATIONS. THIS INCLUDES MONITORING THROUGH WALKTHROUGHS AND SWEEPS. ADDRESS TEACHERS/STAFF BASED ON OBSERVATIONS.MONDAY BEHAVIOR MEETING WITH BI AND COUNSELOR TO ANALYZE BEHAVIOR DATA, PLANS, AND MAKE ADJUSTMENTS AS NECESSARY TO INCREASE STUDENT SUCCESS	<ul style="list-style-type: none">TIGHT MONITORING OF CULTURALLY RESPONSIVE BEHAVIORS, MODELED BY STAFF AND STUDENTS AND EXPECTATIONS ARE CLEARLY DEFINED AND ESTABLISHED NORM WITHIN THE CLASSROOMCONSISTENTLY AND STRATEGICALLY MONITOR SCHOOL-WIDE EXPECTATIONS. THIS INCLUDES MONITORING THROUGH WALKTHROUGHS AND SWEEPS.MONDAY BEHAVIOR MEETING WITH BI AND COUNSELOR TO ANALYZE BEHAVIOR DATA, PLANS, AND MAKE ADJUSTMENTS AS NECESSARY TO INCREASE STUDENT SUCCESS

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	<div>SCHOOL ON THE COMMITTEE.</div> <div><div>CONTINUE WORK KCCS PLAN TO MAKE CHANGES FOR THE UPCOMING SCHOOL YEAR (E.G. ARRIVAL/DISMISSAL PROCEDURES)</div></div>		<div><div>THURSDAY, 30TH PROCESS SCHOLASTIC TRAINING AND PLAN FOR SMALL GROUP INSTRUCTION TO BEGIN ON SEPTEMBER 5TH. W, TH, F 45 MINUTES OF SMALL GROUP BEGINS</div><div>MONDAY BEHAVIOR MEETING WITH BI AND COUNSELOR TO ANALYZE BEHAVIOR DATA, PLANS, AND MAKE ADJUSTMENTS AS NECESSARY TO INCREASE STUDENT SUCCESS.</div></div>		
30 Day Notes/Reflections	60 Day Notes/Reflections	90 Day Notes/Reflections	120 Day Notes/Reflections	150 Day Notes/Reflections	180 Day Notes/Reflections
<div><div>BOOK STUDY IS COMPLETE. THIS WAS OPTIONAL OFF-SITE STUDY. CHANGES IN STUDENT AND TEACHER RECOGNITION WERE DONE IMMEDIATELY. LONG TERM PLAN FOR RECOGNITION PROGRAMS IS BEING DEVELOPED.</div><div>GROWTH MINDSET TRAINING PROVIDED TO ALL STAFF.</div><div>ADMINISTRATION DETERMINED WE NEEDED TO CONTINUE OUR WORK WITH WORKING WITH STUDENTS IN POVERTY. WE ARE BEGINNING TO PLAN PROFESSIONAL DEVELOPMENT FOCUSED ON ERIC JENSEN AND ENGAGING STUDENTS WITH POVERTY IN MIND.</div></div>	<div><div>FEBRUARY 20TH - PLC DAY FOCUSED ON POVERTY. BASED ON REFLECTIONS, ADMINISTRATION DECIDED TO CONTINUE OUR STUDY OF STUDENTS EXPERIENCING POVERTY BY HAVING A BOOK STUDY ON OUR MARCH PLC DAY.</div><div>ANALYZED SURVEY DATA ON MARCH 6TH DURING ADMIN. MEETING. BASED ON THE SURVEY DATA, WE CREATED A PLAN TO FOCUS ON OUR AREAS OF NEED (CHANGE TEAM, PARENT INVOLVEMENT ACTIVITIES, PD FOR 2018-19).</div><div>COMPLETED TRAINING ON FEBRUARY 20TH - TEACHING STUDENTS WITH POVERTY.</div><div>MET WITH LAURA CLARKE (NKCES)- RESULTS SHARED WITH STAFF</div><div>ADMINISTRATION DECIDED THAT WE NEEDED ADDITIONAL PD IN THE AREA OF WORKING WITH STUDENTS IN POVERTY/TRAUMA. THIS WAS DECIDED BASED ON CLASSROOM OBSERVATIONS, SURVEY FEEDBACK, AND</div><div>TEACHER FEEDBACK ON THE MARCH 30TH PLC SUGGESTED WE CONTINUE THE JENSEN BOOK STUDY.</div></div>	<div><div>PD PLAN PRESENTED TO STAFF MEMBERS FOR 18-19 SCHOOL YEAR</div><div>SUB-COMMITTEES FORMED FOR THE CHANGE TEAM. THE SUB-COMMITTEES HAVE REVISED OUR WILDCAT PROMISE, CHOSEN NEW BOOKS FOR THE WILDCAT WAY, REVISED OUR SCHOOL-WIDE EXPECTATIONS/SIGNAGE, AND ARE BEGINNING TO ANALYZE OUR SCHOOL REPORT CARDS. THE GOAL IS TO MAKE THE SCHOOL REPORT CARDS MORE PARENT FRIENDLY.</div><div>BASED ON THE SAFETY SIMULATION WITH FIRST RESPONDERS, THE ADMINISTRATIVE TEAM WILL ANALYZE THE SIMULATION AND REVISE OUR EMERGENCY MANAGEMENT PLAN AT NPS.</div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>