NEWPORT INTERMEDIATE SCHOOL

2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

GOAL 1: Proficiency Long Term Goal/Desired State	By 2022, NIS will increase the number of students scoring proficient in **Reading** from 32.8% to 70% and in **Mathematics** from 31.9% to 70% as demonstrated on K-PREP Assessment which will ensure students will be transitionally ready.		
OBJECTIVE 180 Day Goal/Horizon Goal	**STRATEGY** What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?	**ACTIVITY** What Activities will be Deployed based on the Strategy or Strategies chosen?	**FUNDING SOURCE**

NIS will increase the number of students scoring proficient in **Reading** from 32.8% to 36% (180 out of 500 students) and in **Mathematics** from 31.9% to 45.2% (226 out of 500 students) as indicated on the 2019 K-PREP assessment.
 	
NIS will increase the proficiency points in Reading and Mathematics for a combined 60.5 points as indicated on the 2019 K-PREP assessment.
● **Reading**: from 47.7 points to 56 points
  ○ 500 total students; 140 Novice; 180 Apprentice; 140 Proficient; 40 Distinguished
● **Mathematics**: from 55.1 points to 66 points
  ○ 500 total students; 87 Novice; 187 Apprentice; 180 Proficient; 46 Distinguished
	Deployment of Standards	**1.1** Teachers and administrators will thoroughly examine/analyze the intent of each standard to gain in-depth understanding using a systematic approach during PLCs to ensure the communication to students and "unpacking" the specific learning target is accurate for learning.
		
		(Problem of Practice 1; Improvement Priority 1; Evidence-Based Practice)
		
		Resources
		● Common Core
			● School Improvement Funds Grant
			● Title I, Part A Funds

	Design and Delivery Instruction	**1.2** PLCs will meet regularly to utilize a defined protocol in weekly scheduled curriculum planning meetings to review the alignment/congruency between standards, learning targets, and assessment measures.
		
		(Problem of Practice 1; Improvement Priority 1; Evidence-Based Practice)
		
		Professional Learning
		● **PLC Leads** (2 Year Implementation)
		  ○ PLC Dufour Training
		  ○ PLC Lead Building Training to guide the PDSA Protocol (2-3 days prior to school starting)
			● School Improvement Funds Grant
			● Title I, Part A Funds

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GOAL 2: Separate Academic Indicator Long Term Goal/Desired State	By 2022, NIS will increase the number of students scoring proficient in **Writing** from 13% to 70%, in **Social Studies** from 20.9% to 70%, and in **Science** from 15.2% to 70% as demonstrated on K-PREP assessment which will ensure students will be transitionally ready.		
OBJECTIVE 180 Day Goal/Horizon Goal	**STRATEGY** What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?	**ACTIVITY** What Activities will be Deployed based on the Strategy or Strategies chosen?	**FUNDING SOURCE**

NIS will increase the number of students scoring proficient in **Writing** from 13% to 20% (25 out of 124 students), Social Studies from 20.9% to 32.3% (40 out of 124 students)and in Science from 15.2% to 22.3% (27 out of 121 students) as indicated on the 2019 K-PREP assessment.
 	
NIS will increase the proficiency points in Writing, Social Studies and Science for a combined 52.6 points as indicated on the 2019 K-PREP assessment.
● Writing: from 36.8 points to 46 points
  ○ 124 total students; 35 Novice; 64 Apprentice; 25 Proficient; 0 Distinguished
● Social Studies: from 41.1 points to 51 points
  ○ 124 total students; 38 Novice; 46 Apprentice; 35 Proficient; 5 Distinguished
● Science: from 39.4 points to 49 points
  ○ 121 total students; 30 Novice; 64 Apprentice; 24 Proficient; 3 Distinguished
	Review, Analyze, and Use Data.	**2.1** Administrative Teams will create a data/assessment plan that ensures relevant and timely data is monitored and effectively used to create change and improvements within each content area.
		
		(Problem of Practice 2; Improvement Priority 1; Evidence-Based Practice)
		
		Professional Learning
		● **Design in Five**
		● **The Annual Conference on Assessment & Grading**
			● District Title I, Part A Funds

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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

GOAL 3: Growth Long Term Goal/Desired State	By 2022, NIS will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished on **Reading** and 70% of students scoring proficient/distinguished on **Math** as measured by the K-PREP Assessment.		
OBJECTIVE 180 Day Goal/Horizon Goal	**STRATEGY** What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?	**ACTIVITY** What Activities will be Deployed based on the Strategy or Strategies chosen?	**FUNDING SOURCE**
By Spring 2019, NIS will have 36% (180 of 500) students scoring Proficient/Distinguished in **Reading** and 45.2% (226 of 500) students scoring Proficient/Distinguished in **Mathematics** as indicted by the 2019 Spring K-PREP assessment. NIS will demonstrate categorical growth with all current 4th - 6th grade students in **Reading** and **Mathematics** as indicated by the 2019 K-PREP assessment: **Reading:** ● Novice: 148 to 115 (decrease of 33 students) ● Apprentice: 97 to 110 (increase of 13 students) ● Proficiency: 81 to 110 (increase of 29 students) ● Distinguished: 24 to 30 (increase of 6 students) **Mathematics:** ● Novice: 104 to 80 (decrease of 24 students) ● Apprentice: 146 to 105 (decrease of 41 students) ● Proficiency: 81 to 140 (increase of 39 students) ● Distinguished: 29 to 35 (increase of 6 students)	Review, Analyze and Apply Data Results Assessment Literacy	**3.1** School leadership will monitor and classroom teachers will ensure that the practice of measuring the success/quality of core instruction is done every class, every student, everyday through the measures of congruent formative assessments. (Priority 2) **(Problem of Practice 2; Improvement Priority 1)**	N/A
	Design and Deliver Assessment Literacy	**3.2** NIS will create a balanced assessment system that includes common formative assessments, common formative assessment check points, interim data, and summative unit assessments to inform curricular and instructional adjustments needed to ensure student success. **(Problem of Practice 2; Improvement Priority 1; Evidence-Based Practice)** Professional Learning ● **Design in Five** ● **The Annual Conference on Assessment & Grading**	● School Improvement Funds Grant ● Title I, Part A Funds
	Review, Analyze, and Apply Data Results	**3.3** Ensure proper classroom data collection efforts are implemented with fidelity to create next steps in progress monitoring documentation for students who are not meeting learning expectations in the instructional core. (e.g. ELA: running records, anecdotal notes, fluency comprehension, intervention programs) **(Problem of Practice 2; Improvement Priority 1; Evidence-Based Practice)** Professional Learning ● **RtI Training** Intervention Programs ● **ST Math** ● **Lexia** ● **Reading Plus** ● **READ 180/System 44**	● School Improvement Funds Grant ● Title I, Part A Funds

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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

GOAL 4: Gap Long Term Goal/Desired State	By 2022, NIS will increase the number of **African American** students scoring proficient from 20.6% to 70% in **Reading** and 20.6% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring KPREP scores By 2022, NIS will increase the number of **Disability** students scoring proficient from 17.5% to 70% in **Reading** and 12.7% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring KPREP scores

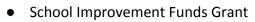| OBJECTIVE 180 Day Goal/Horizon Goal	STRATEGY What Key Core Work Processes or other Research-Based Approaches will be used to address the Goal?	ACTIVITY What Activities will be Deployed based on the Strategy or Strategies chosen?	FUNDING SOURCE

By 2019 NIS will increase the number of **African American** students (one or two) scoring proficient from 20.6% to 37.1 in **Reading** and 20.6% to 37.1 in **Mathematic** as compared to all students scoring proficient as indicated on the K-PREP assessment.
 	
By 2019 NIS will increase the number of **Disability** students (one or two) scoring proficient from 17.5% to 35% in **Reading** and 12.7% to 31.8 in **Mathematics** as compared to all students scoring proficient as indicated on the K-PREP assessment.
	Design and Delivery of Instruction	4.1 PLC will be monitored and supported to ensure that lesson design and lesson delivery will be a high quality that includes cognitive student engagement with appropriate strategies and activities that support the intent of the standard.
		
		(Problem of Practice 3; Improvement Priority 1; Evidence-Based Practice)
		
		Professional Learning
		● **Kagan** (2-3 year Implementation)
		  ○ Days 1 and 2 training for new staff
		  ○ Job-Embedded Feedback from Kagan Coach
		  ○ Days 3-5 training for all staff (Year 2 and 3)
		● **Guided Reading** (2-3 year Implementation)
		  ○ Year 1 training for new staff
		  ○ Coaching for individual Reading teachers
		  ○ Consultant walk-throughs with building and district administrators
		  ○ Continuation training for all staff (Year 2 and 3)
		  ○ *Resources:*
		    ■ Short Reads (Fiction and Nonfiction)
		    ■ Jan Richardson Books
		● **PBL Training** (2 year Implementation)
		  ○ Initial 3 day training for new 3rd-6th grade science/social studies teachers & admin
		  ○ PBL trainer will provide job-embedded feedback on PBL development
		● **Guided Math** (2-3 year Implementation)
		  ○ Guided Math training for all 3rd-6th grade math teachers
		● **Number Talks** (2-3 year Implementation)
		  ○ Training for all 3rd-6th grade math teachers
			● School Improvement Funds Grant
			● Title I, Part A Funds

	Design, Align, and Deliver Support Processes	4.2 The Student Support Team will identify, coordinate, implement, and evaluate the effectiveness of all available services and resources including support staff, volunteers, and community partners for maximum impact on students' social, emotional, and developmental needs.
		
		(Improvement Priority 2; Evidence-Based Practice)
		
		Professional Learning
		● **PBIS**
		● **Leader in Me** (2-3 year Implementation)
		   ○ Year 1: Book Study; Attend Symposium
		   ○ Year 2: Training for all staff
		   ○ Year 3:
			● School Improvement Funds Grant
			● Title I, Part A Funds

NEWPORT INTERMEDIATE SCHOOL

2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

30 DAY PLAN				60 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
• 100% of PLC Teams can effectively, efficiently and intentionally work through the PLC protocol cycle to fulfill purpose of intentionally improving student achievement. • No less than 80% of classrooms are effectively communicating the purpose of the learning to students throughout the lesson • No less than 80% of classrooms are effectively measuring student success based on state target of learning • Students are writing in their classroom everyday.				• 100% of PLC Teams can effectively, efficiently and intentionally work through the PLC protocol cycle to fulfill purpose of intentionally improving student achievement. • No less than 80% of classrooms are effectively communicating the purpose of the learning to students throughout the lesson • No less than 80% of classrooms are effectively measuring student success based on state target of learning • Students are writing in their classroom everyday.			
MEASURES/EVIDENCES WE WILL USE ARE:				**MEASURES/EVIDENCES WE WILL USE ARE:**			
• PLC Teams can complete the Plan, Do, of the Lesson Design- With quality (teachers deconstruct standards with progression) • PLC lesson designs • Sweeps during guided reading to determine students are writing everyday • Walk through data (% and # of classrooms with effective communication) • Formative Assessment data collection measured through walk-throughs, PLCs, and methods of collected data communicated through PLC				• PLC Teams complete the Plan, Do, of the Lesson Design- With quality (teachers deconstruct standards with progression) • PLC lesson designs • Walk through data (% and # of classrooms with effective communication) • Formative Assessment data collection measured through walk-throughs, PLCs, and methods of collected data communicated through PLC			

ALIGNMENT (G#, A#)	30 Days (JAN 1-FEB 22)	WHO'S ON POINT	BY WHEN & HOW	ALIGNMENT (G#, A#)	60 Days (FEB 25-APR 12)	WHO'S ON POINT	BY WHEN & HOW
Proficiency Activity 1.1 & 1.2 Growth Activity 3.1	All teachers (100%) deconstruct standards into daily learning targets and purpose and these targets are effectively communicated and formatively assessed. Every class, every student every day. A. Identification of learning targets B. Classrooms with DLT C. Classrooms have a system of communication of the intent of the DLT D. Classrooms are formatively assessing the target during or after learning E. Feedback of student success on DLT is communicated	B. Seiter K. Hale	Week of January 14 PLC meetings	Proficiency Activity 1.1 & 1.2 Growth Activity 3.1	All teachers (100%) deconstruct standards into daily learning targets and purpose and these targets are effectively communicated and formatively assessed. Every class, every student every day. A. Identification of learning targets B. Classrooms with DLT C. Classrooms have a system of communication of the intent of the DLT D. Classrooms are formatively assessing the target during or after learning E. Feedback of student success on DLT is communicated	Stewart	April 12
Proficiency Activity 1.2	Completion of one cycle of PLAN and Do will be evaluated for effectiveness. a. Identify areas of improvement & develop a plan to address these areas	B. Seiter K. Hale	PLC Meetings Week of February 18	Proficiency Activity 1.2	Completion of one cycle of PLAN and Do will be evaluated for effectiveness. A. Identify areas of improvement & develop a plan to address these areas	Maines Michael	April 12
SAI Activity 2.1	Develop a new writing plan based off of our writing policy. A. Gather stakeholder input on writing plan B. Job embedded PD on Writing a. Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication (Characteristics and Examples of each) C. Establish writing expectations ensuring students have the opportunity to write everyday. D. Complete draft of the Writing Plan	K. Hale	Jan. 02 Google Docs	SAI Activity 2.1	Develop a new writing plan based off of our writing policy. A. Gather stakeholder input on writing plan B. Job embedded PD on Writing a. Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication (Characteristics and Examples of each) C. Establish writing expectations ensuring students have the opportunity to write everyday. D. Complete draft of the Writing Plan	Stewart	A. Gather stakeholder input on writing plan by April 12
Growth Activity 3.1	Develop a system to monitor daily formative assessments A. 100% of our teachers understand how to use daily formative assessments. B. Provide and monitor daily learning target format. C. Teacher sweeps during planning period to determine effective teacher usage of daily formative assessments. D. Identify areas of need and provide teachers with support.	B. Seiter K. Hale	Feb. 06 Admin. meeting	Growth Activity 3.1	Develop a system to monitor daily formative assessments A. 100% of our teachers understand how to use daily formative assessments. B. Monitor the delivery and usage of the daily learning target as a formative assessment as outlined within the classroom structure.. C. Identify areas of need and provide teachers with support.	Stewart	April 12

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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

Growth Activity 3.3	All teachers (100%) will collect data in order to create next steps for students that are not meeting learning expectations in the core. A. Running Records B. Daily Learning Targets	B. Seiter K. Hale	Week of Feb. 11 PLC meetings	Growth Activity 3.3	All teachers (100%) will collect and analyze data in order to create next steps for students that are not meeting learning expectations in the core. A. Running Records B. Daily Formative Assessments, Chunk Assessments, and Common Unit assessments based on Daily Learning Targets	Stewart	April 12
30 Day Notes/Reflections/Next Steps				**60 Day Notes/Reflections/Next Steps**			
New Principal hired on February 20, 2019.				100% of PLC teams can effectively, efficiently, and intentionally work through the PLC protocol Plan and Do phase. We are currently starting the Study and Act phase with all PLC teams as of April 12th. Two of the PLC groups have began the Study and Act phase. 100% of classrooms are effectively communicating the purpose of the learning to students throughout the lesson. - Stakeholder input has been gathered for input on the writing plan. Next steps include writing a draft of the writing plan across grade levels and content areas. 100% of teachers understand how to use daily formative assessments as reflected in the instructional lesson design. Next steps include the use of a Plus/Delta with teachers to identify reflection of need and support. - Next steps include use of a calendar for Assessments to ensure all data is presented during the Study and Act phases.			

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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

90 DAY PLAN	120 DAY PLAN
WE WILL KNOW WE ARE SUCCESSFUL WHEN:	**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**
• 100% of PLC team effectively, efficiently, and intentionally work through the PLC protocol using the PDSA quality tool with the purpose of improving student achievement. • 100% of teachers effectively and intentionally implementing the classroom structure non-negotiables within each setting • All programs are aligned as Evidence Based according to approved processes and evidence of student performance data. • All teachers use daily formative data, chunk formative data, and summative data to make adjustments and redesigns to address student learning needs as measured through assessment data results for core as measured by teacher data assessment data analysis within the Study phase of PLCs. • Program are identified and monitored for effectiveness • Effectiveness of support provided to students identified for needs measured by a team representative of student support staff as measured by student support plan. • Clear communication and understanding of student support team roles and responsibilities as monitored through Plus/Delta of team	• 100% Autonomy of the PLC Protocol by teaching staff with the PLC Leads effectively using the PDSA quality tool to lead the work. • Students have clear paths into, through, and out of tiers of support. • 100% Walk through data shows clear evidence of fidelity to the PLC lesson design • 100% of Teachers can articulate conceptual understanding of classroom structure expectations, use of school strategies of focus, intervention systems, and use data analysis for instructional decision making • Teachers show ownership and skills increase in decreasing student behaviors as reflected in a reduction of office referrals at the level 2 and 3 by 25%. •
MEASURES/EVIDENCES WE WILL USE ARE:	**MEASURES/EVIDENCES WE WILL USE ARE:**
• Implementation level of PDSA quality tool by administration, PLC leads, and teaching staff • Student performance data in formative and summative assessments • PLC lesson designs including study and act • Walk through data • Student progress through use of programs • Clear communication and understanding of student support team roles and responsibilities	• PLC Protocol implementation to the level of autonomy as measured by the PDSA quality tool. • Student growth and movement through intervention systems as reflected by data tracking of Encore student groupings. • Walk through data measuring level of implementation of the PLC lesson design • Coaching/Feedback data • Students identified, and assigned to the correct service, student progress in student support service offerings • Decrease in level two, three, and four tiers of teacher reporting

ALIGNMENT (G#, A#)	90 Days (APR 15-MAY 31)	WHO'S ON POINT	BY WHEN & HOW	ALIGNMENT (G#, A#)	120 Days (JUNE 1-SEPT 13)	WHO'S ON POINT	BY WHEN & HOW
Proficiency Activity 1.2	Building administrators will guide the usage and implementation of PLC Protocol (PDSA) in the professional learning communities. A. Complete 1 full cycle of PDSA from the PLC to the classroom B. Identify the PLC leads for the 19/20 instructional year	D. Maines		Proficiency Activity 1.2	Building administrators will guide the usage and implementation of PLC Protocol (PDSA) in the professional learning communities A. Provide training to newly identified PLC leads and refresher for returning PLC leads a. Design in Five b. Instructional Coaching c. Feedback d. PLC Protocol e. Classroom Structure f. Instructional Strategies B. Provide instructional coaching to the PLC leads	Davis Stewart	
Growth Activity 3.3	Analyze existing and new programs to determine level of Evidence Based as required by KDE standards	Stewart Davis		Proficiency Activity 1.2	Building administrators and PLC Leads will model and share the PLC Protocol (PDSA) in the professional learning communities.	D. Maines PLC Leads	

					A. Training and PLC's will be led by PLC leads with teaching staff. B. Autonomy of the PLC will move from administratively led to teacher led.		
Growth Activity 3.3	Teachers will analyze grade level content common "chunk" formative assessments to review instructional practices to determine effectiveness and make adjustments if needed to ensure student achievement within an ongoing system of improvement.	Stewart		GAP Activity 4.1	Building administrators will complete walkthroughs to ensure the fidelity of instructional practices. A. EWalk and district observation documents will be redesigned to ensure alignment to PDSA and classroom non-negotiables B. Building administrators will complete walkthroughs and compare data to ensure calibration across observers. C. Building administrators will complete walkthroughs and compare data for next steps.	Maines and Michael	
Growth Activity 3.3	Building administrators will create a timeline to monitor the usage of programs and the progress made through use of the program. A. Data analysis meeting schedules B. Student data meetings	Maines Michael		Gap Act 4.1	PLC Leads and building administrators will monitor the quality and implementation of instructional practices. A. Schedule of PLC meetings B. data meetings C. walk throughs and observations	Maines Michael	
Proficiency Activity 1.1 & 1.2 Growth Activity 3.1	All teachers (100%) deconstruct standards into daily learning targets and purpose and these targets are effectively communicated and formatively assessed. Every class, every student every day. A. Identification of learning targets B. Classrooms with DLT C. Classrooms have a system of communication of the intent of the DLT D. Classrooms are formatively assessing the target during or after learning E. Feedback of student success on DLT is communicated	Stewart		Proficiency Act 1.2	School leaders will identify building instructional focus strategies and share with PLC's. Teachers will receive professional learning, based upon data and student performance with prioritized strategies: Professional Learning ● Kagan Training and Coaching ● PBL Training for Science and Social Studies ● Guided Reading Training and Coaching ● Guided Math Training ● Number Talks Training ● Marzano's Vocabulary Training	Stewart	
SAI Activity 2.1	Develop a new writing plan based off of our writing policy. A. Gather stakeholder input on writing plan B. Establish writing expectations ensuring students have the opportunity to write everyday. C. Complete draft of the Writing Plan	Stewart		Proficiency Activity 1.1	A. Teachers and administrators will thoroughly examine/analyze the intent of each new standard to gain in-depth understanding using a systematic approach to ensure the communication to students and "unpacking" the specific learning target is accurate for learning. B. (Priority 1 New reading/math/social studies standards) Teachers will receive professional learning: 　a. Training and Role out of KY Academic Standards to Reading, Math, & Social Studies Teachers	Davis Stewart	
Gap Activity 4.2	Establish a team to identify all current and/or available services and resources ● Building Administrator ● FRYSC ● Counselor ● DoSE ● DPP ● Homeless Liaison	Maines		Growth Activity 3.3	Leaders will work collaboratively to create an assessment protocol to be utilized by leaders, teachers, students, families,	Maines Stewart	

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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

	○ Cincinnati Behavioral Health ○ North Key ■ Big Brother/Big Sister						
Gap Activity 4.2	Develop linking chart to identify team roles and responsibilities	Maines		Growth Activity 3.2 & 3.3	Teachers and leaders will develop a RtI protocol for Encore grouping that allows for movement based upon student performance levels. Concurrent data to determine grouping and fluidity. Professional Learning Stipends for staff ● Understanding of RTI ● Essential Standards ● Redesign Training (Do the Math) ● Van DeWalle Training for math teachers ● Proficiency Indicator Assessments	Maines & Davis	
Gap Activity 4.2	Student support team will meet to identify current students being served, criteria for current selection, and alignment of priorities.			SAI Activity 2.1	Develop a new writing plan based off of our writing policy. A. Job embedded PD on Writing a. Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication (Characteristics and Examples of each) B. Establish writing expectations ensuring students have the opportunity to write everyday. C. Approval of the Writing Plan by Advisory Committee	Stewart	
				Gap Activity 4.2	Develop a clearinghouse and tracking system of services that students are receiving at the individual student level	Michaels	
				Gap Activity 4.2	Clearly defined norms for intentional identification (including referral and hierarchy), protocol, and service provisions for each service offered	Maines	
				Gap Activity 4.2	Student Support Team will meet bi- weekly to evaluate implementation of services and identification of students	Maines	
				Gap Activity 4.2	Positive Behavior Interventions and Supports schoolwide will be implemented to positively reinforce desired behaviors and engage all staff to do the same. A. development of a PBIS team B. materials for school wide communication C. training in clear message and implementation of PBIS systems D. Safe and Civil Schools training, coaching, and imbedded learning E. Behavior Management training for higher tiered engagement F. leadership program for students and selected staff	Maines Michael	
				Growth Activity 3.3	Building administrators will create a timeline and complete walkthroughs to gather data. Schedule in accordance with the District CEP	Maines Michael	
				Growth Activity 3.3	School leaders will identify expectations of programs and share with PLC's. Student performance data will be utilized to prioritize RTI needs and program implementation as an ongoing system. A. identification of programs	Maines Stewart	

						B. identification of program needs for fidelity C. identification of students within programs (core, supplemental, all Tiers)	
				GAP Activity 4.1	Building administrators and teacher leaders will create a motivational and reward plan to enhance student engagement	Maines Michael	
				Growth Activity 3.3	Teachers will analyze daily grade level content common formative assessments to adjust instructional practices to ensure student understanding of the DLT within an ongoing system of improvement.	Stewart	

90 Day Notes/Reflections/Next Steps	**120 Day Notes/Reflections/Next Steps**
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2019 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP) & 30-60-90 DAY PLANNING

150 DAY PLAN				180 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
• Will ensure that 100% of students identified for student support receive the appropriate identified service • 100% of teachers will exhibit growth based on feedback on instructional strategy mastery • School leadership will identify appropriate soft and leadership skills for the context of the student population for implementation.				• 100% of all programs will be implemented with fidelity. • All building program data demonstrates student growth			
MEASURES/EVIDENCES WE WILL USE ARE:				**MEASURES/EVIDENCES WE WILL USE ARE:**			
• Student tracking and service delivery clearinghouse data • Pre/Post observation feedback as compared to teacher growth data • Identification of appropriate soft and leadership skills program for school.				• Walkthrough data, program data, pillars of each program will be utilized to ensure implementation with fidelity. • Student growth data will be utilized			
ALIGNMENT (G#, A#)	**150 Days** (SEPT 16-NOV 8)	**WHO'S ON POINT**	**BY WHEN & HOW**	**ALIGNMENT** (G#, A#)	**180 Days** (NOV 11-DEC 31)	**WHO'S ON POINT**	**BY WHEN & HOW**
GAP Activity 4.2	Through use of student tracking system, ensure service delivery and implementation of student support services.	Maines		Growth Activity 3.3	PLC Leads and building administrators will monitor the quality and implementation of programs. Walkthrough and observation schedules Program expectations Student data Fidelity of the program	Maines	
GAP Activity 4.1	School leaders will provide feedback to staff on instructional strategies Pre and Post observation feedback	Maines & Michael		Growth Activity 3.2, 3.3	Administrators and teacher leaders will analyze building program data to identify grade level/teacher issues with an impact on student achievement as defined in the assessment protocol. • PLC Schedule for intervention teachers • PLC Planning days schedules	Maines, Michael, Stewart	
GAP Activity 4.2	Student centered developmental programs will be explored to engage students in soft and leadership building skills to increase student achievement. • Leadership team will complete training and/or book studies to explore student developmental programs aligned to the context of our students for future implementation	Maines & Michael					
150 Day Notes/Reflections/Next Steps				**180 Day Notes/Reflections/Next Steps**			
•				•			