Newport Primary School

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

GOAL 1: Proficiency	By 2021, Newport Primary School will increase the number of students scoring proficient in mathematics from 35.8% (131 students) to 70% (256 students) and in reading from 29.9% (109 students) to 70% (255 students) as demonstrated on Measure of Academic Progress which ensures 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**

By 2019, Newport Primary School will increase the number of students scoring proficient in reading from 29.9% (109) to 43.9%(160) and in mathematics from 35.8% (131) to 47.8% (175) as demonstrated on Measure of Academic Progress which ensures students will be transitionally ready. POP 1
 	
Improvement Priority #2
Develop and implement a curriculum map for all content areas aligned to the learning expectations embedded in the KY Academic Standards. Establish and implement a monitoring process to ensure all stakeholders communicate and implement the curriculum with fidelity. (Standard 2.5)
 	
Improvement Priority #1
Establish, implement, monitor and communicate a systematic continuous improvement process that provides clear direction for improving conditions that support learning. Include procedures for assessing practices and using findings to enhance support for student learning. (Standard 1.3)
	Deployment of Standards
	
	Design and Delivery Instruction
		1.1 Administrative Team will establish systems and protocols that ensure transformational change and improvements, including systems to monitor their effectiveness. **(Improvement Priority 1 & 2,** Year 1 and 2
		Protocols/Systems include:
		● **PLC PROTOCOL:** All teachers will collectively and collaboratively execute the adopted PLC Protocol to effectively and accurately to deploy NEW KAS standards, design high quality lessons aligned to the adopted instructional process, analyze, review and apply data with high levels of fidelity. **(Improvement Priorities #1 and #2) EBP**
		Projected Training for Evidence Based Practices
		  ● **KAS New Standards Training**
		  ● **Identification of Essential Standards**
		  ● **High Yield/High Impact Instructional Core**
		  ● **Design in Five**
		  ● **RtI- Solution Tree Mike Mattos**
		● **NEW TEACHER ONBOARDING**: A new teacher onboarding system will be developed to ensure effective implementation of all processes, instructional expectations and resources at NPS. (KAGAN Training, DI, PLC Protocol, Standards, Scholastic) **(Improvement Priority #1) EBP**
		Projected Training for Evidence Based Practices:
		  ● **PLC DuFour/PDSA Protocol**
		  ● **Essential Standards**
		  ● **RtI**
		  ● **Kagan (Day 1 and 2)**
		  ● **DI- Training (new teacher training and current teachers who need support)**
		  ● **Guided Reading-**
		    -Year I Implementation
		    -Coaching Individual Teachers
		    -Coaching Consultant
		● **PLC LEAD PROTOCOL:** Establish a PLC Lead Protocol that ensures effective execution of the PLC process and focus of continuous improvement for teaching and student learning that feeds into
			School Improvement Grant:
			● Standards Roll Out
			● Essential Standards
			● Hattie Strategies (CI Coaches and ER Team)
			● Design in Five or CASL
			● RtI (Mike Mattos)
			
			School Improvement Grant:
			Kagan
			● KAGAN Training
			● KAGAN Coaching
			Reading Mastery Training
			~ 250.00 Presentation
			~ 180.00 Per Day per new teacher
			
			Curriculum Training and Work Days
			PLC Leads - Leadership Training
			Scholastic (Jan Richardson)
			Scholastic Coaching
			Guided Reading Training
			
			School Improvement Grant:
			PLC Lead protocol training (Year 1 and 2)
			● Solution Tree
			● Book Study

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		next steps of the 30-60-90 Day Plans. This leadership structure put into place a leadership sustainability model for NPS **(Continuous Improvement Model of PDSA, DuFour's Questions and Instructional Process EBP)(Improvement Priority #1)** **Projected Training for Evidence Based Practices:** ○ **PLC Lead Independent Study on "Building Better Data Systems" studies on Longitudinal Data** ○ **Learning Targets: Moss and Brookhart** ○ **Solution Tree: Effective Grading Practices** ○ **Book Study: Better Learning: Douglas Fisher and Nancy Fry** • **INSTRUCTIONAL PROCESS :** Reinforce and support every classroom teacher in the Newport Independent Classroom Structures for Instruction, which is our adopted instructional process. **(Improvement Priority #1) Projected Training for Evidence Based Practices:** ○ **Doug Fisher, *Gradual Release Model*** ○ **Small Group Guided Math Implementation** ○ **Sherry Parish, *Number Talks Implementation***	**Instructional Process Training** (Year 2) - Gradual release model - Doug Fisher - Highly effective Tier I and Tier II instruction - Small Group Guided Math - Number Talks
		1.2 Administrative Teams will develop a Communication Plan to ensure accurate and efficient communication of all systematic processes to community, staff and students after systems have been created. **(Improvement IP #1 NPS Balanced Assessment Plan** - Communication plan of NPS Essential Standards Deployment - Development of a communication plan to families for grade level academic expectations for learning	No funding needed
		1.3 Administrative Team will design and implement a plan to ensure that every teacher will participate in professional learning for the following: **(IP # 2, 90 and 120 day)** revised standards and the identification of Essential Standards of the Content **Projected Training for Evidence Based Practices:**	*School Improvement Grant funding noted in 1.1

		Training of Essential Standards (Solution Tree and Mike Mattos work) ● Balanced Assessment Plan/System: data monitoring process (Formative Assessment, Common Assessment Practices, progress monitoring) ● Intentional instructional lesson design for Math, ELA, Science, and Social Studies. **Projected Training for Evidence Based Practices:** **Guided Math** (2-3 year Implementation) 　○ Guided Math training for all K-2 grade math teachers **Number Talks** (2-3 year Implementation) 　○ Training for all K-2 grade math teachers **EPB**	

GOAL 2: Separate Academic Indicator	By 2021, Newport Primary School will have no less than 70% of students score at least proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic standards which ensures students are also 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
By 2019, Newport Primary School will have no less than 40% of students score at least proficient as demonstrated on spring grade level writing assessments aligned to Kentucky Core Academic standards which ensures students are also transitionally ready. POP 2 **Improvement Priority #3** *Develop, implement, and monitor systematic schoolwide processes for educators to monitor and verify student progress toward meeting the learning expectations of the KY Academic Standards and to modify instruction to transform learning experiences for students. (Standard 2.11)*	**Design and Delivery Instruction**	2.1 Administrative team, in collaboration with teachers, will develop a writing plan that will be monitored and evaluated during the PLC process. ● Identify a core writing plan team who will engage in professional learning on best practices of writing strategies for primary students. ● Commit and ensure building-wide training and implementation of best instructional writing practices ● Administrative Team in collaboration with PLC Teacher Leads will develop a timeline of writing expectations that align with standards for ELA classrooms at NPS. **EBP**	School Improvement Grant: **Writing Training** ● Continuous Improvement Coaches (Juett Wells) **Writing Resources** ● Lucy Caulkins

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GOAL 3: Growth/Gap	By 2022, Newport Primary School will demonstrate categorical growth that results in 70% students scoring proficient/distinguished on Reading MAP and 70% students scoring proficient/distinguished on Math MAP as measured by Spring MAP Testing.

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, Newport Primary School will demonstrate categorical growth with all students in mathematics and reading as indicated by Spring MAP scores (POP 2): **Reading**: (Increase of 14% in P/D each year) Novice 43% to 33 (-36 students) Apprentice 27.4% to 23.1(-16 students) Proficiency 17.3% to 29.3 (+44 students) Distinguished 12.6% to 14.6 (+8 students)	**Review, Analyze and Apply Data Results Assessment Literacy** **Design and Deliver Assessment Literacy**	3.1 School leadership will develop a system for intentional walkthroughs to monitor instructional practice for the assurance that the practice of measuring the success/quality of core instruction of essential standards is completed every class, every student, everyday through the measures of congruent formative assessments of the Essential Standards **(IP # 1, 120 day)**.	No funding needed.

Math: (Increase of 12% in P/D each year)
Novice 34.5% to 24.5 (-37 students)
Apprentice 29.5% to 27.5 (-8 students)
Proficiency 28.2% to 38.33 (+37 students)
Distinguished 7.67% to 9.67 (+7 students)
 	
Improvement Priority #1
Establish, implement, monitor and communicate a systematic continuous improvement process that provides clear direction for improving conditions that support learning. Include procedures for assessing practices and using findings to enhance support for student learning. (Standard 1.3)
 	
Improvement Priority #3
Develop, implement, and monitor systematic schoolwide processes for educators to monitor and verify student progress toward meeting the learning expectations of the KY Academic Standards and to modify instruction to transform learning experience for students. (Standard 2.11)
		3.2 In collaboration with the Newport Curriculum District office the Administrative Team will continue Guided Reading implementation in Year 2 with further training/support from Scholastic on the Jan Richardson approach to Guided Instruction. **(IP #3, Year 1 and 2)**
		EBP
		
		    Projected Training for Evidence Based Practices:
		  ● **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
			School Improvement Grant
			Scholastic ~ 30, 000
			  ● Coaching
			  ● Multiple and Varied Training
			
			Scholastic Materials ~ 5,000 (Guided Reading)
			  ● Year 1 Implementation
			  ● Coaching Individual Teachers
			  ● Coaching Consultant
			  ● Small Group Guided Reading Resources
			    ○ Jan Richardson's *Next Steps Forward in Guided Reading*
			    ○ Scholastic Short Reads (Fiction and Nonfiction)

		3.3 NPS leadership will develop a balanced assessment system/monitoring process to ensure student success (academic and non-academic) This system will include the following data **(Improvement Priority 3, 120 day):**
		  ● walkthrough data
		  ● attendance data
		  ● behavior data/social-emotional data
		  ● academic assessment data of Essential Standards
			School Improvement Grant:
			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)
			
			School Improvement Grant:
			Direct Instruction
			  ● Professional Learning

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		• Direct Instruction (Tier II Intervention) • Lexia and Dreambox (Tier II Intervention) • teacher effectiveness based on the FfTL This balanced assessment system will contain an organizational chart to specifically identify: • Data to be monitored • Responsible personnel for monitoring the data • Frequency of data monitoring **EBP**	• Materials/Resources Title 1 Funds: Dreambox Lexia Phonics
		3.4 NPS will seek the position and retain an experienced teacher to implement reading interventions for students who are scoring below reading level and skill levels as indicated on the Brigance (Kindergarten Readiness). The progress of these students will be progress monitored for increased achievement in reading on a bi-weekly basis to intensify the strategy or duration of the intervention. **Projected Training/Cost for Evidence Based Practices**	School Improvement Grant: **$ Kindergarten Interventionist Reading**

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30 DAY PLAN				60 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				**WE WILL KNOW WE ARE SUCCESSFUL WHEN:**			
90% 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.				90% 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 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			

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, 1.1 & 1.2, (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	Laura Fischer	February 8th PLC's Instructional chunks Instruction	Proficiency, 1.1 & 1.2, (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	Laura Fischer	March 4th PLC's Instructional chunks Instruction
Proficiency, 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	Matt Atkins	February 22nd PLC's	Proficiency, 1.2	Completion of one cycle of Plan, Do, Study, and Acts a. Identify areas of improvement & develop a plan to address these areas	Matt Atkins	March 15th PLC's

SAI, 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
	  i. 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
		Laura Fischer	February 1st
			
			Teacher leader feedback
				SAI, 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
					  i. 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
						Laura Fischer	April 12th
							
							Teacher leader feedback

Growth, 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.	Matt Atkins	February 15th PLC's Teacher sweeps Administrative Meetings	Growth, 3.1	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.	Matt Atkins	April 12th PLC's Teacher sweeps Administrative

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	d. Identify areas of need and provide teachers with support.				d. Identify areas of need and provide teachers with support.		Meetings
Growth 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 C. Common Formative Assessments	Laura Fischer	February 22nd PLC's Instructional Lesson Plans	Growth 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 c. Common Formative Assessments	Laura Fischer	April 12th PLC's Instructional Lesson Plans

30 Day Notes/Reflections/Next Steps	60 Day Notes/Reflections/Next Steps

30 Day Notes/Reflections/Next Steps

- Purpose for Learning
  - February 5th Sweep - 6 out of 16 classrooms had updated learning targets which are based on their collaborative PLC plans. Matt emailed all teachers who did not have targets updated based on plans. On 2/6/19, Matt met with all PLC's to discuss that we are marrying our plans. Barrier to scheduled walkthroughs - student behavior, half of admin team out of building. Brian and Nikki were MAP testing. Laura was out Monday and Tuesday. Wednesday and Thursday Laura was pulled for the grant.
  - 2/6/19 during Admin Meeting - Develop a walkthrough plan for next week.
  - 2/12/19 - Completed 6 walkthroughs analyzing teachers setting purpose for learning
    - Congrove, Schneider, Carr, Coleman, Mariani, Alley, and Nagelhout all set the purpose for learning. 100% of classroom walkthroughs set the purpose for the learning.
- Daily Formative Assessments
  - All grade levels have a tool to monitor daily formative assessments. They were provided a sample. Kindergarten is using a tool almost exact to the one I shared.
  - Monitoring of daily formative assessments
    - Kindergarten - Met with Kindergarten on 2/6/19 during PLC's. Their daily formative assessments were too detailed. Given feedback to simplify daily formatives.
    - Kindergarten - 2nd grade - 50% of teachers entered in daily formative assessment data as of the morning on 2/6. Reminded teachers during PLC's to update data.
  - 2/12/19 - Emailed first and second grade PLC's. Teacher's entering daily formative data is inconsistent. In 2nd grade, Mariani and Coleman are consistent in entering data. In first, teachers enter daily formative data about 50% of the time.
- One Cycle of Plan and Do
  - All grade levels have completed one cycle of plan and in the do cycle as of 2/6/19. Each grade level has started their 2nd chunk.
  - Identified Areas to Improve
    - Being specific with instructional strategies they use.
    - Intentionally planning Kagan strategies and higher order questioning.
  - 2/12 - Analyzed classroom structure document and determined next steps based on grade level instructional units.
    - Next Steps
      - PLC Binder - put in the classroom structure - Look at classroom structure while PLC's are planning.
      - Overall
        - Review previous content and be sure to include in plans. Great time for a Kagan structure.
        - Many teachers in math are using youtube videos for a hook. Ensure teachers provide explanation of what it is about.
        - Ensure instructional strategies are reflected in lesson plans.
      - 2nd Grade
        - Must move beyond Envisions visual learning video.
        - How can we engage all students during the Jeopardy game?
      - 1st Grade
        - Explain what students must be able to do on assessments. Do not list a page/program and numbers.
      - Kindergarten
- Writing Plan
  - Analyzing writing plans from other districts from around the state.
  - Laura is planning a meeting with Kathy Hale to plan vertically.
  - 2/11 - Laura and Kathy met. They worked on developing a K-6 writing plan. Focused on writing to learn, writing to demonstrated learning, and writing for publication.

60 Day Notes/Reflections/Next Steps

- Release of the AdvancEd audit results led the district and school leaders to re-evaluate our current school improvement plans and begin aligning our CSIP with the Improvement Priorities.

- Teachers participated in Metacognition training on February 19th.

- Scholastic job-embedded coaching took place on 2/28 and 3/1. Coaches met with individual teachers and instructional coach following the coaching sessions.

- Job-embedded Kagan coaching took place on 3/6.

- Administration reviewed walk through data, observation data and classroom data to make personnel decisions.

- Instructional Coach continued to meet with PLC teams on Wednesdays and Thursdays to analyze data and design lessons.

- Administrative team held individual teacher data meetings with teachers to discuss student progress and next steps.

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90 DAY PLAN				120 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
				100% of teachers have participated in professional learning on the new KAS. 100% of teachers have participated in professional learning - All new teachers have participated in the three day on-boarding training - Created and communicated balanced assessment system with families, students, and teachers. - Created a communication			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
Re-evaluate progress to move forward with the KDE/Advanc-Ed Instructional Priorities and Needs Assessment				- PLC lesson designs - Balanced assessment system plan - Communication plan - PLC lead protocol - Professional learning plan for June, July, and August are completed - Walkthrough system established for August through September 13th - Hired an individual for Kindergarten intervention position			

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 1.1	Administrative team will provide teachers with input on a new PLC Lead Protocol during the PLC Lead Meeting to create a shared understanding of roles/responsibilities of a Lead.	Laura Fischer	April 11th/ Lead PLC Meeting	Proficiency 1.1	Provide teachers with training and process time to analyze new KAS, backward design pacing calendar for the first quarter for reading and deconstruct those standards into daily learning targets. (by June 7th)	Fischer	June 7 PD day
Proficiency 1.1	Instructional coach and principal will attend PLC's to ensure PLC protocol is adhered to.	Matt Atkins	May 31st/ PLCs	Proficiency 1.1	Provide teachers with training and process time to analyze new KAS, backward design pacing calendar for the first quarter for math, and deconstruct those standards into daily learning targets.	Fischer	June 7 PD day
Proficiency 1.2, Growth 3.2	Leadership will begin the process of creating an assessment plan which includes: - walkthrough data - non-academic data - timeline - academic assessment data - teacher effectiveness - ensure teachers are effectively analyzing data and modifying lessons/instruction. - Other relevant data necessary for our 30/60/90 day plan.	Matt Atkins	May 31st/ Administrative Meetings	Proficiency 1.1	Instructional Coach meets with PLC teams every Wednesday and Thursday to work through the Plan, Do, Study, Act Protocol and monitors effectiveness of development of new instructional lesson designs aligned to standards, including the use of the Newport Independent Class Structures and high yield instructional strategies.	Fischer	Beginning August 21st Occurs every Wednesday & Thursday PLC Meetings

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Proficiency 1.3	Leadership will create a PD plan for professional learning which includes: ● Revised Standards Training ● Curriculum Work ● Scholastic Guided Reading instruction (Jan Richardson) Training ● PLC Lead Training	Laura Fischer	May 15th/ Administrative Meetings	Proficiency 1.1	PLC teams, in collaboration with Special Education and Interventionists, will work through the standards, design high quality lessons aligned to the adopted instructional process, analyze, review and apply data.	Atkins/Fischer	September 3 PLC Day
Proficiency 1.2	Leader will begin to develop a plan and timeline to communicate all systematic processes to all stakeholders. ● Professional learning plan with timeline ● Communication Plan ● Assessment plan with timeline and monitoring required	Matt Atkins	May 31st	Proficiency 1.1	Leadership will develop a plan/system to provide new teacher onboarding to ensure understanding of all processes at NPS. This plan will include: timeline for onboarding, training, dates, personnel providing the training and mentorship assignment.	Fischer	June 30 Admin Meeting
Proficiency 1.1	● Establish a PLC Lead Protocol that ensures effective implementation of the systems and continuous improvement. (Includes PDSA, DuFour's Questions and Lesson Design) (e.g. monthly mtg) #1	Laura Fischer					
				Proficiency 1.1	New teacher onboarding for PLC Protocol and new KAS will take place July 29th, 30th, 31st.	Fischer	July 31 PD day
				Proficiency 1.1	New teacher onboarding for Kagan and small group guided reading using Jan Richardson's, Next Steps Forward in Guided Reading, will take place on July 29th, 30th, 31st	Fischer	July 31 PD day
				Proficiency 1.1	New teacher onboarding for Direct Instruction Reading Mastery and Wildcat Way/Culture Initiatives will take place July 29th, 30th, 31st	Fischer	July 31 PD day
				Proficiency 1.1	Leaders will establish a PLC Lead Protocol	Atkins/Fischer	June 14 Admin Meeting
				Proficiency 1.1	Administration, in collaboration with the district, will provide PLC Lead training on the New PLC Lead Protocol. During this training, leads will engage in training on the protocol, instructional lesson design, Newport Independent Classroom Structures and effective PLC lead best practices.	Atkins	July 26 PD day
				Proficiency 1.1	Administration will establish a monthly PLC Lead meeting with a focus on sharing PLC data and analyzing assessments	Atkins	August 14 PLC Lead Meeting
				Proficiency 1.2	NPS Leadership will create an organizational chart to identify the systems, the responsible personnel, the mode and expected information to communicate	Matt Atkins	June 30 Admin Meeting
				Proficiency 1.2	NPS Leadership will execute initial communication of balanced assessment system	Atkins/Fischer	August 14 PD day
				Proficiency 1.2	NPS Leaders execute initial communication of RtI system	Atkins/Zepf	August 14 PD day
				Proficiency 1.2	NPS Leaders execute initial communication of school culture system	Atkins/Hayden	August 14 Faculty Meeting

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					Proficiency 1.2	NPS Leaders execute initial communication to the community of academic and non-academic expectations. (e.g standards, attendance, Wildcat Way)	Atkins/Hayden	August 13 Faculty Meeting
					Proficiency 1.3	Teachers participate in training on the new KAS	Atkins/Fischer	June 7 PD day
					Proficiency 1.3	Teachers plan/collaborate in Intentional instructional lesson designs for Math based on new KAS	Atkins/Fischer	June 7 PLC
					Proficiency 1.3	Teachers plan/collaborate in Intentional instructional lesson designs for ELA based on new KAS	Atkins/Fischer	June 7 PLC
					Proficiency 1.3	Teachers participate in Balanced Assessment Plan/System: data monitoring process (Formative Assessment, Common Assessment Practices, progress monitoring) professional Learning	Atkins/Zepf	August 8 PD day
					Proficiency 1.3	Teachers participate in identification and vertical alignment of Essential Standards of the Content professional learning	Atkins	August 14 PD day
					Growth/Gap 3.1	Leadership will develop a walk through timeline for the first four weeks of school focusing on school-wide procedures and expectations (Domain 2). Timeline will ensure all teachers receive walkthroughs each week with specific feedback.	Atkins	August 16 Admin Meeting
					Growth/Gap 3.1	Leadership will analyze walk through data each Tuesday (admin mtg) and determine the next week's walk through schedule as well as support needed for teachers. 30-60-90 will be updated based on walk through data. • Meetings with specific teachers will be documented in the "Observation Feedback and Support" document.	Atkins	August 27 September 3 September 10 Admin Meeting
					Growth/Gap 3.1	Leadership will develop a weekly walk through timeline to ensure all teachers receive walkthroughs each week with specific feedback. (Moving from Domain 2 to Domain 3)	Atkins	September 13 Admin Meeting
					Growth/Gap 3.2	All teachers will receive Scholastic Guided Reading training • Training will be differentiated based on teacher effectiveness during the 2018-19 school year and new teachers to Newport Primary for 2019-2020.	Atkins/Fischer	August 14 Job-embedded Professional Learning
					Growth/Gap 3.2	Instructional coach will work with Scholastic coaches to develop a schedule. Schedule will include guided reading lesson modeling (provided by Scholastic Coach) for all new teachers, guided reading observations for all new teachers and guided reading observations for teachers from 2018-2019 based on coaching feedback from year 1, teacher experience and walk through data)	Fischer	September 1 Collaboration with District and Scholastic

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					Growth/Gap 3.3	Leadership will create a balanced assessment system to include: ● data to be analyzed ● personnel responsible for collecting and analyzing the data ● the frequency of data communication to the administration, community and staff ● mode of data communication	Atkins	June 30 Admin Meeting
					Growth/Gap 3.3	The 30-60-90 day plan will be updated based on our balanced assessment plan	Atkins	September 3 September 10 Admin Meeting
					Gap/Growth 3.4	Hire a high quality kindergarten intervention teacher	Atkins	August 1 Interview Committee
					Gap/Growth 3.4	Use the Brigance Screener to identify students who are "not ready". Kindergarten Intervention teacher utilizes data to identify students for intervention.	Zepf/Hayden	September 13 PLC

90 Day Notes/Reflections/Next Steps	120 Day Notes/Reflections/Next Steps
●	●

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150 DAY PLAN				180 DAY PLAN			
WE WILL KNOW WE ARE SUCCESSFUL WHEN:				WE WILL KNOW WE ARE SUCCESSFUL WHEN:			
•				•			
MEASURES/EVIDENCES WE WILL USE ARE:				MEASURES/EVIDENCES WE WILL USE ARE:			
•				•			
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
Proficiency 1.2	School Media Specialist will develop a family communication to provide to teachers with all essential grade level expectations	Atkins	October 1				
Separate Academic Indicator 2.1	Administrative team, in collaboration with teachers, will develop a writing plan that will be monitored and evaluated during the PLC process. • Identify a core writing plan team who will engage in professional learning on best practices of writing strategies for primary students.	Matt Atkins	August 1- Adm. Collaboration				
Growth/Gap 3.1	Leadership will develop a weekly walk through timeline to ensure all teachers receive walkthroughs each week with specific feedback.	Atkins	November 8				
Growth/Gap 3.1	Solicit support from district administration to plan grade level wide sweeps	Atkins	September 27				
Growth/Gap 3.1	Solicit support from the district administration to engage in calibration to ensure high quality walkthroughs are completed	Atkins	September 16				
Growth/Gap 3.1	Leadership will analyze walk through data each Tuesday (admin mtg) and determine the next week's walk through schedule as well as support needed for teachers. 30-60-90 will be updated based on walk through data. • Meetings with specific teachers will be documented in the "Observation Feedback and Support" document.	Atkins	Every Tuesday Admin Meeting				
Growth/Gap 3.3	Leadership will identify teachers for support and provide support based on data.	Atkins	September 30				
Gap/Growth 3.4	Leadership and the reading interventionist create a plan to target specific groups of students based on Brigance and formative assessment data.	Hayden	September 16				

Newport Primary School

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

150 Day Notes/Reflections/Next Steps			**180 Day Notes/Reflections/Next Steps**		
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