District Application for School Improvement Funds
Section 1003 of the Every Student Succeeds Act (ESSA)

As part of its responsibility authorized under Section 1003 of the Every Student Succeeds Act, the Kentucky Department of Education (KDE) is required to award funds to local educational agencies (LEA) to implement support and improvement activities in those schools identified for Comprehensive Support and Improvement (CSI).

LEAs may use Section 1003 funds for any activity that it determines, and the Kentucky Department of Education agrees, will help a school identified for CSI to improve student outcomes within the school. For example, an LEA may use Section 1003 funds to implement interventions aimed at improving the school, such as professional development, tutoring opportunities to increase student achievement in the school, or a combination of activities. The activities supported with school improvement funds **must** be consistent with a school's needs assessment and Comprehensive School Improvement Plan (CSIP).

Within the application, an LEA **must** include evidence-based interventions. Evidence-based interventions supported with Section 1003 school improvement funds must be based on strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes as defined in ESEA Section 8101(21)(A)(i). For additional information regarding evidence-based practices, please consult the [Evidence-based Practices website](#).

To be considered for the funds, LEAs must complete the attached application and submit it by email to Natasha.napier@education.ky.gov. The deadline for submitting the application is **May 1, 2019.**

LEAs, with input from the school's principal and Advisory Leadership Team and/or Turnaround Team, must establish a budget/plan not to exceed $250,000 for **each** school in the district identified for Comprehensive Support and Improvement (CSI).

LEAs will be notified of awards around July 1, 2019 and school improvement funds awarded through this application process must be spent by September 30, 2021.

For questions regarding the application, please contact Natasha Napier by email at Natasha.napier@education.ky.gov or by phone at (502) 564-3791 Ext. 4010.

District Application for School Improvement Funds
Section 1003 of the Every Student Succeeds Act (ESSA)

District: Newport Independent Schools
Identified School(s): Newport High School
District Contact Name: Rachel Ball
District Contact Phone: 859-292-2803 (Office) or 859-322-6916 (Cell)
District Contact Email: rachel.ball@newport.kyschools.us

Part I: Introduction

The Every Student Succeeds Act (ESSA) requires states to reserve funds from their Title I, Part A allocations for school improvement efforts for schools identified for comprehensive or targeted support and improvement. Federal statute requires grants be awarded for a period not to exceed four years and for states to prioritize awards to districts that—

(1) serve high numbers, or a high percentage of, elementary schools and secondary schools identified for comprehensive and targeted support;
(2) demonstrate the greatest need for such funds, as determined by the State; and
(3) demonstrate the strongest commitment to using funds under this section to enable the lowest-performing schools to improve student achievement and student outcomes.

Districts are required to adhere to the assurance and respond to the application components below as detailed in ESSA Section 1003.

Part II: District Assurance

With the submission of this application, the district agrees to the following assurance:

As required in ESSA Section 1003(e)(2) the district ensures that each school the district proposes to serve will receive all of the State and local funds it would have received in the absence of school improvement funds.

Part III: Application for Funding

Directions: Using the space below each question, address each of the following required application components. Describe how the district will carry out its responsibilities under ESSA Section 1111(d) for the school receiving funds. Address each of the following requirements:

1. How will the district work with the school and shareholders (including principals and other school leaders, teachers and parents) to develop and implement comprehensive support and improvement plans for the school receiving funds?
    a. Describe how the plan was informed by the following indicators at a minimum:
        i. academic achievement as measured by proficiency on annual state assessments;
        ii. for elementary and secondary schools which are not high schools, a measure of student growth or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance;
        iii. for high schools, the four-year adjusted cohort graduation rate;
        iv. for all identified schools, progress in achieving English Language proficiency in each of grades 3-8 and for the grade in which English Learners are assessed in grades 9-12;
        v. for all identified schools, at least one indicator of school quality or student success; and
        vi. Optional measures: student engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, school climate and safety.

Respond here:

i. Academic achievement as measured by proficiency on annual state assessments:

Newport High School has 606 students in grades seven through twelve. NHS currently houses about 38% of the district's student population. Over the summer of 2016, Newport Independent School district merged the 7th and 8th grades into the 9-12 high school to create a new structure. Following release of SRC data in October 2018, NHS was identified in CSI status in 7th and 8th data.

Academic priorities and concerns at Newport High School include:
- Based on longitudinal SRC data from SY14-15 through SY18-19 K-PREP (7th and 8th grade):
    - 59.3% of students are below proficiency in reading.
    - 61% of students are below proficiency in math
    - Neither African American nor Special Education subgroups have shown incremental gains in reading or math proficiency.
- NWEA District Summary data of MAP Growth indicates that MAP Reading and Math scores for Newport High School students (7-12) do not evidence significant growth during a school year or across years. The average scores across grades 7-12 remain below the district's RIT band for the proficient category throughout high school.
- In K-PREP Writing (7th and 8th grade), students scoring novice decreased from 36.3% in SY 16-17 to 18.2% in SY 17-18 and students scoring proficient/distinguished increased from 8.8% in 16-17 to 30.3% in SY 17-18. Novice reduction and increased proficiency in writing were also evidenced in African-American and Special Education subgroups between SY 16-17 and SY 17-18.

Recent 2018-19 MAP Assessment analysis indicates:

CONTENT	CYCLE	NOVICE		APPRENTICE		PROFICIENT		DISTINGUISHED	
CURRENT 7TH GRADE DATA 2018-2019									
Include the number of students and percent at each performance level									
Reading	**18 FALL MAP**	27	28%	31	33%	29	31%	5	5%
	19 WINTER MAP	24	25%	32	33%	30	31%	10	10%
Math	**18 Fall MAP**	37	37%	40	41%	20	20%	1	1%
	19 Winter MAP	36	37%	38	39%	18	18%	5	5%

Content	CYCLE	NOVICE		APPRENTICE		PROFICIENT		DISTINGUISHED	
CURRENT 8TH GRADE DATA 2018-2019									
Include the number of students and percent at each performance level									
Read	**18 FALL MAP**	49	55%	17	18%	24	26%	0	0
	19 WINTER MAP	34	39%	21	24%	26	30%	5	5%
Math	**18 Fall MAP**	31	34%	38	42%	17	18%	4	4%
	19 Winter MAP	24	28%	37	43%	18	21%	6	7%

- 2018 MAP Reading Data Analysis
  - 7th Grade Reading
    - 3% Novice reduction (28% to 25%)
    - 5% increase of P/D (5% to 10%)
  - 8th Grade
    - 16% Novice reduction (55% to 39%)
    - 7% increase of P/D (26% to 35%)
- 2018 MAP Mathematics Data Analysis
  - 7th Grade Math
    - 0% Novice reduction (37%)
    - 6% increase of P/D (21% to 23%)
  - 8th Grade
    - 6% Novice reduction (34% to 28%)
    - 6% increase of P/D (22% to 28%)

7th GRADE READING K-PREP TESTING						
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT & DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (137)	57	**41.6%**	41	**30%**	31	8	**28.4%**
2017 (107)	30	**28%**	38	**35.5%**	35	4	**36.4%**
2018 (100)	40	**40%**	30	**30%**	25	5	**30%**

- The percentage of students who scored Proficient/Distinguished on K-PREP Reading in 7th grade decreased from 36.4 in 2016-2017 to 30 in 2017-2018.
- The percentage of students who scored Novice on K-PREP Reading in 7th grade increased from 28 in 2016-2017 to 40 in 2017-2018.

8th GRADE READING K-PREP TESTING						
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT & DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (118)	52	**44%**	37	**31.4%**	27	2	**24.6%**
2017 (108)	40	**37%**	36	**33.3%**	26	6	**29.6%**
2018 (97)	26	**26.8%**	22	**22.7%**	33	16	**50.5%**

- The percentage of students who scored Proficient/Distinguished on K-PREP Reading in 8th grade increased from 29.6 in 2016-2017 to 50.5 in 2017-2018.
- The percentage of students who scored Novice on K-PREP Reading in 8th grade decreased from 40 in 2016-2017 to 26 in 2017-2018.

YEAR	N NOVICE		A APPRENTICE		P PROFICIENT	D DISTINGUISHED	P & D PROFICIENT & DISTINGUISHED
7th GRADE MATHEMATICS K-PREP ASSESSMENT							
	#	%	#	%	#	#	%
2016 (137)	48	35%	57	41.6%	27	5	23.6%
2017 (107)	21	19.6%	47	43.9%	33	6	36.4%
2018 (100)	13	13%	52	52%	27	8	35%

- The percentage of students who scored Proficient/Distinguished on K-PREP Math in 7th grade decreased from 36.4 in 2016-2017 to 35 in 2017-2018.
- The percentage of students who scored Novice on K-PREP Math in 7th grade decreased from 21 in 2016-2017 to 30 in 2017-2018.

YEAR	N NOVICE		A APPRENTICE		P PROFICIENT	D DISTINGUISHED	P & D PROFICIENT & DISTINGUISHED
8th GRADE MATHEMATICS K-PREP ASSESSMENT							
	#	%	#	%	#	#	%
2016 (118)	30	25.4%	56	47.5%	28	4	27.1%
2017 (108)	29	26.9%	26	24%	51	2	49%
2018 (97)	13	13.4%	44	45.4%	32	8	41.2%

○ The percentage of students who scored Proficient/Distinguished on K-PREP Math in 8th grade decreased from 49.4 in 2016-2017 to 42.2 in 2017-2018.

○ The percentage of students who scored Novice on K-PREP Math in 8th grade decreased from 29 in 2016-2017 to 13 in 2017-2018.

ii. Measure of student growth or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance

The chart below contains K-PREP and MAP data from the same student groups over a three-year period in Newport Independent Schools to show student achievement growth.

- K-PREP Growth over 2 Years
  - 7th Grade Math
    - Decrease in Novice from 28% to 15.5%, for a total decrease of 12.5%
    - Increase in Proficient/Distinguished from 20% to 34.4%, for a total increase of 14.4%
  - 8th Grade Math
    - Decrease in Novice from 19.6% to 13%, for a total decrease of 6.6%
- MAP Growth over 1 year
  - 7th Grade Reading
    - Decrease in Novice from 45.6% to 25%, for a total decrease of 20.6%
    - Increase in Proficient and Distinguished from 29% to 35.4%, for a total increase of 5.6%
  - 8th Grade Reading
    - Decrease in Novice from 44% to 39%, for a total decrease of 5%
    - Increase in Proficient/Distinguished from 30% to 35%, for a total increase of 5%

CURRENT 7TH GRADE DATA 2018-2019 Include the number of students and percent at each performance level									
CONTENT	CYCLE	NOVICE		APPRENTICE		PROFICIENT		DISTINGUISHED	
Reading	16-17 KPREP	36.8%		25.6%		32.8%		4.8%	
	17-18 KPREP	38.8%		25.9%		30.2%		5.2%	
	18 SPRING MAP	52	45.6%	28	24.6%	29	25.4%	5	4.4%
	19 WINTER MAP	24	25%	32	33%	30	31%	10	10%
Math	16-17 KPREP	28%		52%		16.8%		3.2%	
	17-18 KPREP	15.5%		50%		28.4%		6%	
	18 Spring MAP	26	22.8%	52	45.5%	27	23.7%	9	8%
	19 Winter MAP	36	37%	38	39%	18	18%	5	5%

Content	CYCLE	NOVICE		APPRENTICE		PROFICIENT		DISTINGUISHED	
CURRENT 8TH GRADE DATA 2018-2019 Include the number of students and percent at each performance level									
Reading	**16-17 KPREP**	28%		35%		32.7%		3.7%	
	17-18 KPREP	40%		30%		25%		5%	
	18 SPRING MAP	41	44%	24	26%	24	26%	4	4%
	19 WINTER MAP	34	39%	21	24%	26	30%	5	5%
Math	**16-17 KPREP**	19.6%		43.9%		30.8		5.6%	
	17-18 KPREP	13%		52%		27%		8%	
	18 Spring MAP	16	17%	49	53%	19	20%	9	10%
	19 Winter MAP	24	28%	37	43%	18	21%	6	7%

Content Area	Index	State Index
Reading	**9.1**	16.1
Math	**-0.5**	8.0
EL	N/A	8.0
Growth Indicator	**4.3**	12.1

iv. English Language Proficiency in each of grades 3-8

● In 2017-2018, Newport High School had a total of 2 students in grades 7-8 that were identified as EL students and participated in ACCESS Testing

2018 ACCESS for ELLs 2.0 Baseline Composite Results, by <u>Grade</u>

Language Levels	Newport High School	
	7th	**8th**
1- Entering		
2- Emerging	1	
3- Developing		1
4- Expanding		
5- Bridging		
6- Reaching		
Total Students:	1	1

Note: Students must receive a composite score of 4.5 to exit the EL program

<u>v. One indicator of school quality or student success</u>

- In K-PREP Writing (7th and 8th grade), students scoring novice decreased from 36.3% in SY 16-17 to 18.2% in SY 17-18 and students scoring proficient/distinguished increased from 8.8% in 16-17 to 30.3% in SY 17-18. Novice reduction and increased proficiency in writing were also evidenced in African-American and Special Education subgroups between SY 16-17 and SY 17-18.

- Middle school behavior data indicates that 7th and 8th grade students comprise a greater proportional percentage of referrals than grades 9-12 at NHS.

Grade	2016-2017		2017-2018		2018-2019 (To Date 4/24/19)	
	MS/NHS	% of NHS	MS/NHS	% of NHS	MS/NHS	% of NHS
7	335/1156	29	438/1994	22	672/3262	21
8	256/1156	22	477/1994	24	694/3262	21
TOTAL	591/1156	51	915/1994	46	1366/3262*	42

*Under the new principal expectations for stringent fidelity of data entry and a new progressive discipline matrix were implemented

- Percentage of behavioral referrals from middle school students and in 7th grade and 8th grade decreased overall since 2016-2017

vi. Optional Measures
- Student Engagement:
  - 25% Transient Rate per year across the district
  - According to the 2019 AdvanceED Engagement Review Report:
    - While the Digital Learning Environment earned the lowest overall average rating, the Diagnostic Review Team expressed greater concern with regard to items related to students having opportunities to engage in differentiated and rigorous learning activities. Data revealed that instances in which students "engage in activities and learning that are challenging but attainable" (B2) and "take responsibility for and are self-directed in their learning" (B5) were evident/very evident in zero percent of classrooms. Additionally, instances in which students engaged "in differentiated learning opportunities and/or activities that meet their needs" (A1) and understood and/or were "able to explain" how their work was "assessed" (E4) were evident/very evident in zero percent of classrooms.
    - The classroom observation data revealed that learners who "strive to meet or are able to articulate the high expectations established by themselves and/or the teacher" (B1) and "demonstrate and/or are able to describe high quality work" (B3) were evident/very evident in nine percent of classrooms. When observing the extent to which students were provided with challenging learning experiences, it was evident/very evident in nine percent of classrooms that students engaged in "rigorous coursework, discussions, and/or tasks" that required the use of "higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Of greater concern was that the data revealed that instances in which students "engage in activities and learning that are challenging but attainable" (B2), "take responsibility for and are self- directed

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in their learning" (B5), and "engage in differentiated learning opportunities and/or activities that meet their needs" (A1) were evident/very evident in zero percent of classrooms.
- ○ Effective Learning Environments Observation Tool (eleot) Results from the 2019 AdvancED Engagement Review Report

B. High Expectations Learning Environment						
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
B1	**1.6**	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	45%	45%	9%	0%
B2	**1.6**	Learners engage in activities and learning that are challenging but attainable.	36%	64%	0%	0%
B3	**1.5**	Learners demonstrate and/or are able to describe high quality work.	55%	36%	9%	0%
B4	**1.8**	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	27%	64%	9%	0%
B5	**1.6**	Learners take responsibility for and are self-directed in their learning.	36%	64%	0%	0%
Overall rating on a 4 point scale:		**1.7**				

- ● Educator Engagement:
  - ○ Teacher Turnover - Teacher turnover rate increased from 26.8% in 2016/17 to 33.9% in 2017/18

b. Describe how the plan was developed based on a needs assessment.

Respond here:

The improvement plan for Newport High School has been developed based on current and longitudinal data points of student learning. The Comprehensive School Improvement Plan is centralized around KPREP, MAP Data, and the 6th Grade data from Newport Intermediate School and includes non-academic data including student attendance, student behavior and teacher turn over. Newport High School's leadership team also included data in the needs assessment and evaluation of Kentucky Department of Education Key Core Work Processes to better determine root causes of our

current student learning. A thorough analysis of all the Key Core Work Processes determined, and findings congruent to KDE/AdvancEd Diagnostic Review conducted on January 22-25, 2019.

Newport High School Leadership Team in collaboration with the Assistant Superintendent and the Curriculum Team does a thorough examination of 7th and 8th grade year-to-date data, quarterly data and longitudinal data of students' academic and non-academic progress. This is formally presented with a PLUS/DELTA and next steps for improvement included. This data is concentrated on current student growth and is a mid-year review of student progress.

All analysis of reports and conclusions indicate the root cause of current data results that will become priorities for continued improvement includes: 1) engage in a data driven continuous improvement process while monitoring to revise plan for continued student improvement, 2) implementing and monitoring a schoolwide instructional process with support and tools for teachers to meet the individual needs of students, and 3) create a relevant, focused job embedded professional learning system while providing sufficient time for implementation and feedback.

c. <u>Describe the resource inequities that were identified, which may have included a review of local educational agency and school level budgeting.</u>

Due to a cut in Title I and other state funding, NHS did not have the funding to pay for many of the resources and professional learning required to implement our CSIP and turnaround plan. The additional funding will allow us to focus on intensive and intentional new teacher training and build data analysis capacity among members of the admin and teacher leader teams. Funding for the new teacher onboarding will help effectively train and retain new teachers to increase sustainability of initiatives and systems intended to facilitate turnaround. Due to contractual limitations set by the union, the school improvement funds will allow Newport High School to compensate our teachers for their time when attending additional professional learning opportunities beyond the required PD hours.

d.   <u>Describe how the district will include the use of evidence-based interventions as defined by Section 8101(21)(A) of the Every Student Succeeds Act. Include in your description the process used to evaluate the evidence.</u>

☐ We completed and attached the guiding document "<u>Empowered by Evidence: Reviewing Evidence Under ESSA</u>."

✓ √ We reviewed evidence on our own and will <u>complete a narrative</u> in the application.

Evidence Citation:

With KDE's implementation of the Every Student Succeeds Act (ESSA), schools identified for Targeted Supports and Improvement (TSI) and Comprehensive Support and Improvement (CSI) are expected to document evidence-based practices in their CSIPs. These practices must meet the definition of an evidence-based practice as defined by ESSA. KDE asks schools to look beyond compliance to consider other best-practice elements identified by the Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, specifically, an examination of local context and implications.

Since the inception of Characteristics of Highly Effective Teaching and Learning and Novice Reduction for Gap Closures, schools statewide have embraced the Key Core Work Processes and the high yield, high influence strategies that

impact student learning and teaching. Since these programs are foundational and are well established upon research since their inception, KDE will not ask schools to investigate and record their own evidence should they implement parts of either of these programs into their improvement or turn-around plans. We will reflect on three local context questions that ensure best-practice efforts as described in the Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. 1. Identify elements being implemented in the plan. 2. Describe the effort taken to ensure that the elements identified will be implemented with fidelity. 3. Describe the methods used to monitor and measure the effectiveness.

We are investing in instructional, curricular, student practices that research ensures yield for student achievement growth results beyond .40 as an indicator of significant student growth.

<u>NOTE</u>: **Text that is both bold and italicized indicates the components of evidence-based teaching practices (Documenting Evidence-based Teaching Practices)**

Evidence Narrative:

Professional Learning Community System Protocol

Identify the specific elements of **Professional Learning Community System Protocol** being implemented as part of your improvement plan (CSIP).

Newport High School will implement a ***systematic protocol that ensures a data driven system of continuous improvement.*** Our protocol has embedded the Key Core Work Processes of Standards Deployment, high quality Delivery of Instruction, Assessment Literacy and Review, Analyze, and Apply Data Results. The protocol includes a continuous improvement system that includes components of Plan, Do, Study and Act aligned precisely to DuFour's Essential Questions of Highly Effective PLCs. The protocol is implemented in phases that are represented in the bulleted list below.

- *PLC System Protocol*
    - *Formative assessment practices (Hanover Research, Clarke, Hattie- 1.28)*
    - *Common Assessments*
    - *Deployment of new KAS standards*
    - *Identification of essential standards*
    - *Implementation of high yield instructional strategies (Buehl, Marzano - 27 to 45 percentile gain)*
    - *Study of data results with operational next steps (Formative Evaluation, Hattie- .48)*

Describe the effort taken to ensure that the elements identified will be implemented with fidelity.

The establishment of this protocol constituted a need for school wide expectations and non-negotiables that have been communicated to all stakeholders. ***Professional Learning Communities (PLCs) meet two times weekly and are monitored and evaluated for effectiveness currently by a member of the administrative leadership team of the school.*** Each phase of the PLC Protocol is deeply embedded with a best practice that exemplifies an evidence-based practice. Phase I is the Deployment of Standards. ***Teachers work in learning teams to deconstruct standards in context of current student learning in their classrooms. These standards are deconstructed and the team designs congruent formative assessments for the deconstructed standard(s).*** This involves the work of Mike Mattos and the

identification of Essential (Priority/Power) Standards in the learning process of the instructional core. Phase II is the design of a high-quality common assessment for the portion of the unit that has been deconstructed. Teachers plan an assessment that is congruent to the intent of the standard in collaboration with instructional coaches and designated administrative team members. Phase III of the protocol is the instructional lesson design that includes 3-part instruction, representative of the Gradual Release Model and sound instructional practices of high yield/high impact strategy selection. Phase IV is the study of student data and the current impact of teaching strategies and instructional strategies on student learning. Next steps will be developed to inform curriculum and instruction. This systematic approach will be implemented to the expectations set by the NHS Administrative Team.

Describe the methods used to monitor and measure the effectiveness of the PLC Protocol implementation

PLC System Protocol will be monitored and measured for effectiveness using multiple measures. The ultimate measure of high-quality PLCs is an increase in student learning that is measured by predetermined goals set by the PLC team. *Weekly, teachers will progress monitor student achievement on the essential standards taught and formatively assessed. Once monthly, teachers will present their student achievement data to the PLC Team, including administrative team members.* Although the PLC protocol ensures measures of effectiveness built into the process, *the administrative team will additionally conduct walk-through observations, review lesson design, and coach and assist teachers in best practices of instructional delivery to monitor teacher effectiveness and teacher growth of standard deployment and delivery of instruction. The School Administrative Team, including the principal, will monitor using the Kentucky Framework for Teaching and Learning (former Danielson Framework) and subsequent analysis to determine next steps according to the categories in the domains.* When PLCs are not reaching adequate student achievement growth, principals and administrative teams will conduct Plan, Do, Study and Act to create action plans for improvements that will be represented in our 30-60-90 Day Plan.

PLC Lead Training and Professional Learning

Identify the specific elements of PLC Lead Training and Professional Learning

Newport High School will ensure that teacher leadership is established through **PLC Lead Training and Professional Learning**. *The PLC Leads will be a focal point of selection and primary training to ensure they have in-depth understanding of the PLC Protocol and the research behind each phase of the protocol.* PLC Leads will be supported in their professional learning at the district level and at the school level to ensure they are empowered to lead the processes at the school levels. The goals of the school and district will include PLC Leads participating and working with items listed below.
- *Strengthen the PLC protocol and embedded best practices of Deployment of Standards, Identification of Essential Standards (Mattos, Hanover Research)*
- *Strengthen purpose/vision of RtI (Hattie, RtI-1.72)*
- *RtI @ Work Training (Solution Tree – Global PD)*
- *Harvard's Instructional Rounds & Data Wise trainings (Hattie, Collective Teacher Efficacy 1.57)*

New Teacher Induction

Identify the specific elements of **New Teacher Induction** being implemented as part of your improvement plan (CSIP).

Newport High School will establish a system to provide all new teachers with ongoing training on all systems, processes, resources, and school-wide expectations. Our system will ensure all new teachers engage in ongoing training focused on evidence based practices to strengthen overall teacher effectiveness. Teachers will receive

professional learning and coaching throughout the school year. Through this system, new teachers will receive additional professional learning on our essential standards and adopted PLC protocol. This system will ensure teachers can effectively identify and implement resources to strengthen instruction.

- *New Teacher Induction*
  - *Condensed version of Fast Start model*
  - *Classroom Strategies for Interactive Learning by Doug Buehl*
  - *Scholastic Independent Reading Training – ELA - (Hattie, Comprehensive Reading Programs .47)*
  - *Kagan Days 1 and 2 (Hattie, Cooperative Learning .40 and Classroom Discussion .86)*
  - *School Culture Onboarding*
  - *Newport Independent Schools Class Structure*
  - *RtI (Hattie, 1.29)*
  - *Essential Standards (Teacher Clarity, Hattie .75)*
  - *PLC Protocol (Continuous Improvement, Teacher Efficacy 1.57)*

Describe the effort taken to ensure that the elements identified will be implemented with fidelity.

Newport High School leaders will ensure **all new teachers commit to the three-day new Teacher Induction Training.** This will be communicated with all new teachers during the interview process. During the induction training, Newport High School leaders are going to **ensure all new teachers receive effective training.** The school's leadership will **effectively communicate all academic and non-academic expectations clearly to all new teachers. New teachers will receive ongoing support from an experienced teacher leader to ensure all processes and systems are implemented to fidelity throughout the school year. The new teacher induction will be a condensed model based on the Fast Start model and include: 1. A narrowed focus on the most essential teaching skills and curriculum 2. An emphasis on practicing skills, monitored through administrator, coach, and teacher leader walkthroughs 3. Coaching with regular and specific feedback to inform practice.**

Menezes, A. & Neier, A. (2014). Fast Start: Training Better Teachers Faster with Focus, Practice and Feedback Retrieved June 13, 2019 from http://tntp.org/assets/documents/TNTP_FastStart_2014.pdf

Describe the methods used to monitor and measure the effectiveness of the **New Teacher Induction.**

Newport High School's new teacher induction system will be monitored and measured for effectiveness in multiple ways. **Through our PLC protocol, the principal and coach will attend PLCs weekly to monitor instructional lesson designs. The principal and instructional coach will systematically monitor daily formative assessment data, common formative assessments, and summative assessment data as part of the school's balanced assessment system. In addition to PLC's, new teachers will receive ongoing support from an experienced teacher leader to ensure all processes and systems are implemented to fidelity throughout the school year. Teacher implementation of all systems and processes will be monitored through the walkthrough system.** In addition to walkthroughs focused on Domain 2 and Domain 3, **new teachers will receive feedback on their implementation of high-yield classroom strategies from teacher leaders and administrative team members.** New teachers will **meet monthly to begin reflecting on practices and procedures.** Lastly, effectiveness of our new teacher induction system will be **measured by teacher retention data.**

Job-Embedded Professional Learning

<u>Identify elements being implemented and efforts to ensure that **Job-Embedded Professional Learning** of Standard Deployment and Instructional Delivery ensures that the elements identified will be implemented with fidelity.</u>

Newport High School next steps in professional learning includes: all elements listed below; is included in the CSIP Turnaround Plan for improvement efforts; and is reflective of the recommended priorities in the Diagnostic Review. Urgency in deployment of standards with accuracy and in-depth understanding of these standards are at the utmost attention of the leadership team. The leadership of Newport High School will ensure the plan includes grade level introduction to the changes and resources available for the new KAS. Teacher PLC Teamwork will include deconstruction and use of all tools available with the Kentucky Standards deployment resources. Mattos' work will be used to identify Essential Standards and will be executed district wide. ***The work of identifying and revising the Essential Standards will be supported through a district-wide process to ensure accurate Essential Standards are identified using Mattos' criteria for identification.***

Newport High School, in collaboration with administrative team, district leadership and selected PLC Leads, will establish a clearly articulated and communicated balanced assessment system that includes daily formative assessments, common midpoint unit assessments, common unit assessments, and data points of student progress monitoring. The overall plan to monitor student learning and an assurance of data applied to create a plan for increased student achievement will be communicated to all stakeholders (parents, teachers, administrators, and students). ***The adopted PLC Protocol and the PLC Lead Protocol will be executed with fidelity as a part of the process to become an authentic data driven school.***

Continued professional learning includes ***collaborative and collective professional learning communities planning for highly effective instructional design that ensures accurate deconstruction of essential standards; congruent assessments; and instruction that includes high-yield strategy selection (Buehl).*** These processes are also the actionable components of Hattie's work that promote high impact and influence student learning. ***PLC Leads will be empowered to lead conversations and coaching during PLCs meetings for instructional planning two times weekly in all core content areas of the school.***

Professional learning and professional growth that is job embedded will include an effective deployment of a school-wide writing plan. Administrative leaders will monitor the writing program and integration of systematic writing built into lesson design and data of student progress will be analyzed on a monthly basis. Training will include a two-year plan, deployment of the plan, monitoring and then analysis of current student writing to adjust teacher learning needs to improve writing instruction in the 7th and 8th grade setting while ensuring all writing standards are addressed with fidelity.

Included in the Newport High School CSIP Turnaround Plan for improvement efforts and reflective of the recommended priorities in the Diagnostic Review, a reading intervention teacher will begin implementation of ***Read 180 Universal.*** *READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest research in brain science, adaptive technology, professional development, and knowledge for school and life. READ 180 is a comprehensive instructional reading program that will focus on literacy achievement, reading fluency, and comprehension for students not on grade level. Throughout the 2019-2020 school year, the reading intervention teacher will participate in professional learning, job-embedded coaching, and PLC work to begin creating a system of RtI for 7th and 8th grade students.*

Small group mathematics (Tier II – RTI) and reading as an instructional model will begin the initial stages of implementation during YEAR 1 (2019-2020). Newport High School Leadership Team and PLC Lead Team will

onboard a committee that will set in place expectations and do action research on the implementation for the months of August-December 2019. The study and practice of mathematics intervention and small group reading instruction will include *site visits of highly effective implemented programs (Scott, Boone, and/or Jessamine Counties), lesson studies/instructional rounds, and planning and data study during professional learning communities.* The school-wide implementation will take place during the 2020-2021 school year. *Model classrooms, additional mathematics and reading classroom teacher training, coaching and administrative support will ensure the sustainability and momentum of math and reading practices intended to impact student achievement.*

- *Professional Learning*
  - *Understanding and implementation for the New Kentucky Academic Standards*
  - *Training of Essential Standards*
  - *Balanced assessment plan/system: data monitoring process (Formative Assessment, Common Assessment Practices, progress monitoring)*
  - *Sustainable Instructional Practices - aligned to the Newport Independent Classroom Structure Expectations*
    - *Small Group Instruction*
      - *Reading (2-3 year Implementation)*
        - *Year 1 training for new staff*
        - *Continue training, consulting, and coaching from Scholastic*
        - *Walk-throughs with building and district administrators*
        - *Learning Centers/Small group reading for staff (Year 2 and 3)*
      - *Math (2-3 year Implementation)*
        - *Year 1 training for new staff*
        - *Walk-throughs with building and district administrators*
        - *Continuation training for all staff (Year 2 and 3)*
  - *Onboarding, Training, Coaching for READ 180 Universal (Hattie .72 Comprehensive Instructional Program)*
  - *Instructional Rounds (Year 1 training) and Data Wise (Year 2 Training) Training from Harvard Graduate School of Education*
  - *Writing Training and Writing Resources (KDE)*

e. <u>Describe how the plan was approved by the school and district prior to submission to the state.</u>

Respond here:

The Newport High School Administrative Team conducted a thorough needs assessment, analyzing various data sources, to determine root causes in order to determine strategies and activities to ensure school improvement, which resulted in the creation of the Comprehensive School Improvement Plan (CSIP). The CSIP consisted of three problems of practice that centered primarily around standards deployment, delivery of instruction, and the review, analysis, and application of data results. The plan for next steps and deployment was shared formally by the principal with internal stakeholders and approved by the Superintendent and Curriculum Department. The original CSIP was approved by the Newport Board of Education in January 2019.

The completion of the Diagnostic Review identified three new priorities that demonstrate alignment to the original problems of practice. The priorities were deconstructed and additions were made to the CSIP. The revised CSIP included the necessary next-steps targeting school improvement. The principal also presented the revised CSIP/Turnaround Plan in an infographic to the SBDM Advisory Council of Newport High School. The revised CSIP was approved by the Newport Board of Education on April 24th, 2019.

2. <u>Describe how the district will monitor the progress of the school receiving funds or services. Describe the actions the district will take if the implementation of the plan is unsuccessful, in order to prevent the school from continuing the progression as a Comprehensive Support and Improvement school. Describe the timeline in which this monitoring and actions will take place.</u>

Respond here:

District and school leaders will collaborate on essential steps to ensure implementation efforts are streamlined and communicated effectively to teachers and students. They will develop critical components and action steps to ensure the plan is implemented to fidelity that include the following:
- Need - How does the practice, intervention, or strategy meet the identified needs of students?
- Fit - How does the practice, intervention, or strategy fit with the current structures and supports or what modifications be will made?
- Exemplar Identification - Have you identified an exemplar of the practice that can be observed or serve as assistance in incorporating the practice into content?
- Fidelity of Implementation - How will you monitor the fidelity of implementation for each evidence based intervention, strategy, or practice selected?
- Communication - How will school leaders work with all stakeholders to communicate support and carry out the implementation of the identified improvement?

The District will review the turnaround plan and provide actionable feedback to the school leaders to ensure the monitoring and next steps will assist the school in continuous improvement towards sustainable change.

District and school leaders will collaboratively develop systems and processes to support implementation of the plan that includes essential components:
- A protocol that contains key indicators to ensure implementation of strategies and progress towards goals that can be measured
    - Baseline data analyzed to determine measurable objectives
- Contain agreed upon student achievement targets at multiple progress monitoring checkpoints that are specific, measurable, attainable, and realistic
- Communicate to teachers, students, and parents to ensure a clarity of the goals, practice, and how/when evaluated
- Inform PLC Meetings - to determine instructional strategies to be utilized for the practice or intervention
- Walkthrough Observations/Instructional Rounds - to monitor frequency and quality of the evidence based practice and determine fidelity of implementation
    - Calibration with district and school leaders - once per semester with each tool (eWalk, eleot, sweeps)
    - District leaders will conduct monthly walkthroughs to monitor implementation of evidence based practices
- School/District Progress Monitoring Schedule/Timeline - documented dates to review progress toward school goals and their impact on student learning outcomes
    - Quarterly Monitoring Meetings - focus on 30-60-90 day plan, walk throughs/instructional rounds, PLC protocol (PDSA), student achievement data, implementation of priority initiatives

District leaders, along with school leadership teams, will focus on assessing the impact of the plan and examining progress towards the improvement goals. This process will include:

- Reviewing goals and baseline data in turnaround plan
  - Data will be collected on specific targets established in the school turnaround plan and analyzed by district and school leadership teams to determine progress towards goals. Data may indicate sufficient progress toward the goal, lack of progress/change, or negative impact or change. Adjustments are made based on the data. Based upon the results, identify the need to change the strategy, change the approach, or stay on projected course. Adequate progress could mean no change needs to occur.
- Conduct progress monitoring checks and analyze progress monitoring data
  - Determine if sufficient progress towards the goal is being made or if there is insufficient progress toward the goal. Use a data protocol to ensure meaningful and purposeful discussion will occur to support the implementation of the plan and development of action steps needed to make progress.
- In collaboration, district and school leaders will review and revise the turnaround plan if implementation is not successful
  - Every 30 days, compare results of progress in the 30-60-90 Day Plans to the goals identified in turnaround plan, specifically as data shows
  - Identify causes for celebration
  - Identify opportunities for growth, seek causes if progress towards the goal is insufficient
  - Use data protocol to identify what needs to be improved - activities, strategies, implementation
  - Document evidence on how revisions to practice, intervention, or learning will address improvement priorities and identified goals

3. <u>Describe the rigorous review process the district will use to recruit, screen, select, and evaluate any external partners with whom the district will work.</u>

Respond here:

The District's Review Process to recruit, screen, select, and evaluate external partners will include:

- Conduct a needs assessment to identify the need for hiring an external partner that is supported by data and identified improvement priorities
- Engage stakeholders, including district and building administrators, teacher leaders and advisory council, about the need to hire external providers
  - Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria
- Create conditions to attract multiple high-quality external partners
  - Budget adequate funding to support relationship with external partner for duration of contract
  - Infuse fairness and transparency into selection and accountability processes
- Process to select an external partner whose experience and qualifications match the specified goals:
  - Written application
  - Due diligence to confirm track record of success, financial stability, and documentation of implementation success as indicated by results and research
  - An in-person/conference call interview with the external provider including the company's supervisor/company representative
  - If appropriate due to scope, a site visit to schools receiving services from the external partner

- Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, with explicit and measurable outcomes, including interim indicators of growth
- Provide support as needed and appropriate to the external partner
- Evaluate the external partner's effectiveness and progress toward goals by:
  - Monitoring student achievement data impacted by implementation
  - Consultant feedback from classroom observations and walkthroughs
  - Teacher reflections from their implementation and impact on their professional growth
- Utilize evaluation data to determine continuation/revision of contract if needs are being met and have a positive impact on student achievement or termination/modification of contract if goals are not met

4. <u>Describe how the district will align other Federal, State, and local resources to carry out the activities supported with these funds.</u>

Respond here:

The following chart contains the Federal, State, and local resources that the district provides Newport High School to support their turnaround initiatives:

Funding Source (Specify Type – Federal, State, Local)	Estimated Amount	Purpose
Instructional Coach – Federal	$90,000	Provide guidance and structure in Professional Learning Communities with a focus on data and collaboration. Responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers.
Reading Interventionist - Federal	$80,000	Help students develop proficient reading skills that will contribute to individual student achievement. Work extensively with students who show academic deficiencies on benchmark assessments and state level proficiency assessments. Help improve specific reading skills through analysis of assessment results and progress monitoring. Assist in making informed instructional decisions using evidence based practices in the classroom.
Math Interventionists - Federal (1 - part time position)	$25,000 Yearly	Help students develop proficient math skills that will contribute to individual student achievement. Work extensively with students who show academic deficiencies on benchmark assessments and state level proficiency assessments. Help improve specific math skills through analysis of assessment results and progress monitoring. Assist in making informed instructional decisions using evidence based practices in the classroom.

Crisis Counselor - Federal	$60,000	Provide counseling services to students focusing on meeting social and emotional needs to remove barriers for student learning. This counselor is instrumental in student support services including monitoring the behavior intervention system.
Intervention Programs - Federal (Lexia, Reading Plus)	$15,000 Yearly	Programs used to assist with tiered instruction in Reading
ELA Core Program - General (4-year adoption total costs)	$97,000	myPerspectives - Core English Language Arts (ELA) instruction and Intervention with focus on skills, strategies, and standards
Math Core Program - General (4-year adoption total costs)	$80,000	envision MATH - Core math program to teach math standards with embedded intervention focused on strengthening conceptual understanding
Project Lead the Way - General (Total Costs of implementation, training, & materials for Gateway in grades 7-8 and for the 9-12 Biomedical Pathway since Fall 2016)	$165,000	Adopted at NHS to promote creativity, innovation, and problem solving with an emphasis on science and healthcare. PLTW - Biomedical Science Pathway helps student develop a design-thinking mindset and innovative thinking to prepare them for a career in the medical field
Benchmark Diagnostic Assessment - Local (MAP from NWEA)	$6900 Yearly	Used to track students' academic trajectory toward identified student achievement goals. Teachers use MAP to inform grade level instruction, provide tiered interventions and meet academic needs of all students.
English Learner Certified Teacher - Federal (2 itinerant positions)	$150,000 Yearly	Working with EL students with concentrated efforts to reach language proficiency, these positions work collaboratively with grade level teachers to implement instructional strategies specific to EL learning.
English Learner Para- Educator - Federal (2 itinerant positions)	$100,000 Yearly	Working with EL students and their families, these positions provide supports in removing language and cultural barriers to improve student learning.
Behavior Intervention Teacher - Local	$80,000 Yearly	Provide classroom and school-wide behavior management support. Communicate to teachers and parents regarding behavior needs of students. Key component in PBIS.

5. <u>Describe how the district will work with the identified school to modify practices and policies to provide operational flexibility that enables full and effective implementation of its comprehensive support plan.</u>

Respond here:

It is understood the principal requires wide latitude in school operations to successfully implement the newly developed turnaround plan. As such, the school principal will continue to enjoy "operational flexibility" to accomplish <u>all tasks</u> documented in the SIF application, as driven by the improvement plan. Including scheduling teachers and instructional time to maximize student learning, the building principal will retain the "administrative flexibility" necessary to achieve their CSIP goals.

In support, the Superintendent will ensure NHS leadership has sufficient flexibility to develop and implement sustainable systems and processes to promote long-term, positive change. With that, the principal will continue to have wide latitude in allocating school-level funds to best meet teaching and student learning needs.

In further support, district leadership will reinforce and monitor the school's learning environment, academic performance, systems and efficiency through:

- Monthly walkthroughs and feedback that provides data points for the 30-60-90 Day Plans for improvement
- Provision and support of five built-in Professional Learning Community (PLC) days
- Supporting the PLC Meeting Protocol implementation in the PLC Meetings for all content areas that meet twice a week
- Providing professional learning and support to school leaders by developing their leadership potential and capacity
- Conduct a needs assessment of current policies that may need revision to further support the schools with their turnaround
- Facilitating weekly collaborative meetings with Principals to focus on curriculum, assessment, and instruction initiatives
- Assignment of District Liaisons for each school to provide guidance and assistance on a weekly basis at each school's administrative meetings to monitor implementation of the school's 30-60-90 Day Plans for improvement
- Conducting quarterly data meetings with each school to monitor data and develop next steps for turnaround initiatives

6. **School Budget Narrative – Year One:** Describe how the school intends to use the school improvement funds for the first year of the grant's duration.

Respond here:

SCHOOL BUDGET NARRATIVE: PROJECT YEAR ONE

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
113	Other Certified	$23,700

Stipends for Newport High School staff members for out-of-school time, professional development beyond 24 hours (state mandated).
- Three additional days for New Teacher Induction to gain understanding of Newport High School PLC Protocol, structures, and procedures including two days of Kagan Cooperative Learning Training. (10 new teachers x 18 hours x $30= $5400) (Kagan 10 new teachers x 12 hours x $30=$3600)

EVIDENCED-BASED RATIONALE: In *Visible Learning*, John Hattie's research "found more support for cooperative than competitive conditions (d=0.46), cooperative than individualistic (d=0.55)…" when "investigati[ing] the effects of cooperative learning on middle school students" (2009, p. 214). Because Newport Independent Schools selected Kagan Training to increase teacher capacity in cooperative learning strategies, the funding will be used to train new teachers in Kagan strategies.
- Additional PD days for teacher leaders to assist and mentor new teachers before the beginning of the school year: prepare for training in district programming such as Newport Class Structure, Essential Standards, etc. (5 teacher leaders x 24 x $30=$3600)

- Ten additional hours of teacher reflections and next steps regarding classroom structure and revised standards. (15 teachers x 10 hours x $30=$4500)

EVIDENCED-BASED RATIONALE: The Newport Independent School (NIS) Class Structure is aligned with the underlying principles of Direct Instruction (d = 0.59), as outlined in *Visible Learning*: learning intentions, success criteria, build commitment and engagement, input, modeling, check for understanding, small group instruction for RtI, and closure (Hattie, 2009). The NIS Class Structure serves as an instructional planning exemplar for all teachers in the district and training will be required to ensure fidelity of implementation and continuous improvement.

- Two additional days for teachers to align Kentucky Academic Standards, curriculum, instruction, and assessment. (5 teachers x 12 hours x $30=$1800)

EVIDENCED-BASED RATIONALE: The first part of the NIS Class Structure includes understanding and articulating learning intentions [part of the Direct Instruction principles outlined in *Visible Learning* (Hattie, 2009)] and defining success criteria. Subsumed in learning intentions are relevant content standards. Kentucky has currently revised standards in ELA, math, PE, Health, and Social Studies. Training will be provided in the new standards and determining correct alignment of success criteria and instruction to new standards.

- Five days of Instructional Rounds training from Harvard Graduate School of Education for Principal, Assistant Principal, Instructional Coach, and Teacher Leaders. (3 teachers x 30 hours x $30=$2700)

EVIDENCED-BASED RATIONALE: "The four types of instruction (professional development) found to be most effective on teacher knowledge and behavior were: observation of actual classroom methods; microteaching; video/audio feedback; and practice" (Hattie, 2009, p. 120). Instructional rounds would create a cohort of teacher leader experts within the building to combine the aforementioned PD methodologies with "teachers talking to teachers about teaching… a necessary" part of "challeng[ing] the teachers' prevailing discourse and conceptions about learning" (Hattie, 2009, p. 121).

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
222	**Matching Medicare**	**$343.65**

Medicare benefits will be paid for through the SIF for the New Teacher Induction, new teacher Kagan Cooperative Learning Training, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Instructional Rounds training for Teacher Leaders and administrative team, and curriculum redesign work for teachers.
- Small Group (RtI) Instruction Reflections--.145 X 15 hours X $30=$65.25
- New Teacher Induction--.145 X 18 hours x $30= $42.00
- Teacher Leader Mentoring--.145 x 24 hours x $30= $104.40
- Kagan New Teacher--.145 x 12 hours x $30= $52.20
- Instructional Rounds--.145 x 30 hours x $30= $130.50
- Curriculum Redesign--.145 x 12 hours x $30= 52.20

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
231	**Matching Teacher Retirement**	**$3896.90**

Employer Retirement Contribution benefits will be paid for through the SIF for the New Teacher Induction, new teacher Kagan Cooperative Learning Training, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Instructional Rounds training for Teacher Leaders and administrative team, and curriculum redesign work for teachers.
- Small Group (RtI) Instruction Reflections--.16105 X 150 hours x $30= $724.73
- New Teacher Induction and Teacher Leader Mentors--.16105 X 300 hours x $30=$1449.45
- Kagan New Teacher--.16105 x 120 hours x $30=$570.12
- Instructional Rounds--.16105 x 90 hours x $30= $724.73
- Curriculum Redesign--.16105 x 60 hours x $30=$289.89

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	Worker's Compensation	$87.77

Worker's Compensation benefits will be paid for through the SIF for the New Teacher Induction, new teacher Kagan Cooperative Learning Training, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Instructional Rounds training for Teacher Leaders and administrative team, and curriculum redesign work for teachers.

- Small Group (RtI) Instruction Reflections--.0039 X 150 hours x $30=$17.55
- New Teacher Induction and Teacher Leader Mentors--.0039 X 300 hours x $30=$34.42
- Kagan New Teacher--.0039 x 120 hours x $30=$14.04
- Instructional Rounds--.0039 x 90 hours x $30= $14.04
- Curriculum Redesign--.0039 x 60 hours x $30=$7.72

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	Professional Consultant	$31,489.00

Newport High School will employ the use of professional consultants to be included in our job-embedded professional development system to promote a data driven instructional and curriculum process for teaching staff and school leadership. To include:

- Continued support, implementation, and coaching from Scholastic to ensure independent reading and reading centers are included in our instructional processes. **(Coach: $2,299 per day x 6= $18392; Consultant: $2,299 per day x 3=$6897 Training: $2,999 per day x 2=5889)**

EVIDENCED-BASED RATIONALE: *Scholastic's* Independent Reading structures and Small Group (RtI) Reading include creating teacher-designed lessons with "various segments: oral reading, a mini-lesson on comprehension strategies (inference, asking questions, during reading, summarizing and comprehension monitories), independent writing and reading, and teacher-guided reading in small groups (for modeling scaffolding, and guided practice)" (2009, pp. 136 – 137). Analysis of a concept-oriented reading comprehension program evidenced positive effects on "multiple text comprehension (d = 0.65), fluency (d = 0.73), and story comprehension (d = 0.65), as well as motivation outcomes (curiosity d = 0.47, willingness to engage in challenge, d = 0.31, task orientation d = 0.28, self-efficacy d = 0.49)" (Hattie, 2009, pp. 136-137). Using the coach as expert with follow up observations and immediate feedback is a research-based professional development practice (Hattie, 2009).

- Read 180 Universal program support, providing program specific training for school Reading Interventionist (2 days at $4800.00)

EVIDENCED-BASED RATIONALE: According to *What Works Clearinghouse*, use of Read 180 with struggling readers 2 or more years below grade level has a potentially medium to large effect on their reading achievement for four outcomes—comprehension, general literacy achievement, reading fluency, and alphabetics.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
338	**Registration Fees**	**$25,037.25**

Registration fees to include professional training for school staff and leadership. Identified training includes:
- Individual teacher licenses for Solution Tree Global PD that includes job-embedded professional development, live online coaching, and online tools to unpack standards, build common assessments, review team data, and manage interventions. (89.89 x 55 teachers = $4947.25)
- Teacher Leaders, Instructional Coach, Assistant Principal, and Principal to attend Instructional Rounds Training from Harvard Graduate School of Education. ($4150 x 5 teachers=$16600)
- Two-day Kagan Cooperative Learning training for new teachers. ($349 x 10 teachers= $3490)

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
580	**Travel**	**$16,924.00**

Costs associated with in-district and out-of-district travel for school staff including meal per diem, mileage, and lodging for the following continuous improvement trainings:
- Teacher Leaders, Instructional Coach, Assistant Principal, and Principal to attend Instructional Rounds Training from Harvard Graduate School of Education. [4 people x lodging (Sheraton Commander @ $536.00 per night x 6 nights) = $12,864; airfare (4 Round Trip Fares – Delta – CVG to BOS @ $535.10 per person = $2140.40), meals (district per diem @ $55.00 per day = $330.00 x 4 = $1320.00), miscellaneous (taxi ~ $200.00 & baggage check = $50.00 per person x 8 – arrival and departure - $400.00) =$10,140.00]

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
643	**Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required**	**$1527.45**

Books and resources for Read 180 Universal for Reading Intervention will be purchased. (Universal Stage B R Books 45 books x 29.95= $1,347.75 and 8 System 44 books 6 x 29.95-179.70)

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
735	**Technology Software**	**$17,271.00**

Newport High School will begin use of the READ 180 Universal to provide teacher professional learning, job-embedded coaching, and PLC work to create a system of RtI for 7th and 8th grades and increase student reading proficiency.
- Hosting System 44 6 licenses X 30.00=$180.00
- Read 180 Stage B Hosting 15 x 99.00=$1485.00 (discount price for current licenses)
- Read 180 Stage B Hosting 45 x 360= $16,200
- Read 180 Tech Support $1400.00

	TOTAL GRANT FUNDS REQUESTED:	$120,277.02

Budget – Year One

Requested purchases should be described. Base the budget on a total $250,000 grant award.

MUNIS Code	YEAR 1 BUDGET **Brief Description of Activity** (i.e. position titles, vendor names, proposed technology, etc.)	Amount Requested
113	Other Certified Pay	$23,700.00
222	Medicare	$343.65
231	Employer Retirement Contribution	$3896.90
260	Workmen's Compensation	$87.77
335	Professional Consultant	**$31,489.00**
338	Registration Fees	**$25.037.25**
580	Travel	$16,924.00
643	Supplementary Books, Study Guides, and Curriculum	**$1527.45**
735	Technology Software	**$17,271.00**
Total Amount Requested for Year 1:		**$120,277.02**

7. **School Budget Narrative – Year Two:** Describe how the school intends to use the school improvement funds for each year of the grant's duration.

Respond here:

SCHOOL BUDGET NARRATIVE: PROJECT YEAR TWO

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
113	**Other Certified**	**$21,235.00**

Stipends for Newport High School staff members for out-of-school time, professional development beyond 24 hours (state mandated).
- Three additional days for New Teacher Induction to gain understanding of Newport High School PLC Protocol, structures, and procedures. (10 new teachers x 18 hours x $30= $5400)
- Additional PD days for teacher leaders to assist and mentor new teachers before the beginning of the school year in RtI, Newport Class Structure (5 teacher leaders x 24 x $30=$3600)
- Ten additional hours of teacher reflections and next steps regarding classroom structure and small group (RtI) instruction. (15 teachers x 10 hours x $30=$4500)
- Additional days for Teacher Leaders and Instructional Coach to attend Data Wise training from Harvard Graduate School of Education (3 teachers x 30 hours x $30=$2700)
- Additional days for Teacher Leaders, Instructional Coach, Assistant Principal, and Principal to attend an RtI training. (9 teachers x 15.5 hours x $30= $4185)

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
222	**Matching Medicare**	**$307.91**

Medicare benefits will be paid for through the SIF for the New Teacher Induction, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Data Wise training through the Harvard Graduate School for Education and RtI @ Work for Teachers Leaders and administrative team, and curriculum redesign work for teachers.
- New Teacher Induction/Teacher Mentoring--145 X 18 hours x $30= $42.00, .145 x 24 hours x $30= $104.40
- Small Group (RtI) Instruction--.145 X 15 hours X $30=$65.25
- Data Wise--.145 x 30 hours x $30= $130.50
- RtI @ Work--.145 x 15.5 hours x $30=$67.42

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
231	**Matching Teacher Retirement**	$3,419.89

Matching Teacher Retirement benefits will be paid for through the SIF for the New Teacher Induction, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Data Wise training through the Harvard Graduate School for Education and RtI @ Work for Teachers Leaders and administrative team, and curriculum redesign work for teachers.

- Small Group (RtI) Instruction Reflections--.16105 X 150 hours x $30= $724.73
- New Teacher Induction and Teacher Leader Mentors--.16105 X 300 hours x $30=$1449.45
- Data Wise --.16105 x 90 hours x $30= $724.73
- RtI @ Work--.16105 x 15.5 hours x $30=$74.89

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	**Worker's Compensation**	$76.48

Worker's Compensation benefits will be paid for through the SIF for the New Teacher Induction, Teacher Leader preparation and mentoring of new teachers, continued training, coaching, reflection and next steps regarding instructional structures, Data Wise training through the Harvard Graduate School for Education and RtI @ Work for Teachers Leaders and administrative team, and curriculum redesign work for teachers.
- Small Group (RtI) Instruction Reflections--.0039 X 150 hours x $30= $724.73
- New Teacher Induction and Teacher Leader Mentors--.0039 X 300 hours x $30=$1449.45
- Data Wise --.0039 x 90 hours x $30= $724.73
- RtI @ Work--.0039 x 15.5 hours x $30=$74.89

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	**Professional Consultant**	$21,593.00

Newport High School will employ the use of professional consultants to be included in our job-embedded professional development system to promote data driven instructional and curriculum processes for teaching staff and school leadership. To include:
- Continued support, implementation, and coaching from Scholastic to ensure independent reading and small group (RtI) reading centers are included in our instructional processes. (Coach: $2,299 per day x 4; Consultant: $2,299 per day; x 2 =$25,289.00 Training 1-day x $2999=$16,793.00)
- Two Days of coaching and support for Read 180/System 44 Program $2,240.00

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
338	**Registration Fees**	**$29,142.25**

Registration fees to include professional training for school staff and leadership. Identified training includes:
- Individual teacher licenses for Solution Tree Global PD that includes job-embedded professional development, live online coaching, online tools to unpack standards, the building of common assessments, the review of team data, and the management of interventions. (89.89 x 55 teachers = $4947.25)
- Teacher Leaders, Instructional Coach, Assistant Principal, and Principal to attend Data Wise Training from Harvard Graduate School of Education. ($4150 x 5 =$20,750)
- Teacher Leaders, Instructional Coach, Assistant Principal, and Principal to attend RtI @ Work Training from Solution Tree. (689 x 5 = $3445)

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
580	**Travel**	**$29,910.25**

Costs associated with in-district and out-of-district travel for school staff including meal per diem, mileage, and lodging for the following continuous improvement trainings:
- Teacher Leaders, Instructional Coach or Assistant Principal, and Principal to attend Data Wise Training from Harvard Graduate School of Education. [5 people x lodging (Sheraton Commander @ $480.00 per night x 6 nights) = $14,250; airfare (5 Round Trip Fares – Delta – CVG to BOS @ $505.05 per person) = $2525.25, meals (district per diem @ $55.00 per day = $330.00 x 5 = $1650.00), miscellaneous (taxi ~ $200.00 & baggage check = $50.00 per person x 10 – arrival and departure - $500.00) =$18,925.25]
- Teacher Leaders, Instructional Coach or Counselor, and Principal to attend RtI @ Work from Solution Tree. [Location TBD – Lodging approximately $1976.25 per person x 4 = $7905.00; Airfare approximately $550.00 per person x 4 = $2200.00; per diem @ $55.00 per day for 4 days for 4 people = $880.00 = $10,985.00]

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
643	**Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required**	**$6767.20**

Costs associated with resources for curriculum, instruction and assessment (*Instructional Rounds*, *Data Wise,* and/or *RtI* resources to use with in-house teacher training provided by teachers leaders, instructional coach and/or admin team members who attended relevant training sessions.)
  - o **Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning First Edition @ $30.26 x 50 teachers = $1513.00**
  - o **Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning 6th Edition @ 21.00 x 50 teachers = $1050.00**
  - o **Key Elements of Observing Practice A Data Wise DVD and Facilitator's Guide = $129.95**
  - o **Meeting Wise Making the Most of Collaborative Time for Educators = $54.95 x (10 PLC leads + 5 admin team members) = $824.25**
  - o **School-Based Instructional Rounds Improving Teaching and Learning Across Classrooms @ $65.00 x 50 teachers = $3250.00**

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
735	**Technology Software**	**$17,271.00**

Newport High School will begin use of the READ 180 Universal to provide teacher professional learning, job-embedded coaching, and PLC work to create a system of RtI for 7th and 8th grades and increase student reading proficiency.
  - ● Hosting System 44 6 licenses X 30.00=$180.00
  - ● Read 180 Stage B Hosting 15 x 99.00=$1485.00 (discount price for current licenses)
  - ● Read 180 Stage B Hosting 45 x 360= $16,200
  - ● Read 180 Tech Support $1400.00

	TOTAL GRANT FUNDS REQUESTED:	**$129,722.98**

Budget – Year Two

Requested purchases should be described. Base the budget on a total $250,000 grant award.

MUNIS Code	YEAR 2 BUDGET Brief Description of Activity (i.e. position titles, vendor names, proposed technology, etc.)	Amount Requested
113	Other Certified	**$21,235.00**
222	Medicare	**$307.91**
231	Employer Retirement Contribution	**$3,419.89**
260	Workmen's Compensation	**$76.48**
335	Professional Consultant	**$21,593.00**
338	Registration Fees	**$29,142.25**
580	Travel	**$29,910.25**
643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required	**$6767.20**
735	Technology Software	$17,271.00
Total Amount Requested for Year 2:		**$129,722.98**

-------------- **END OF APPLICATION** --------------