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 Intermediate 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 Intermediate School, 3rd - 6th grades, is the only feeder for Newport High School, 7th - 12th grades. The intermediate school analyzes the KPREP assessment results for 3rd - 6th grades.

- K-PREP Data

3

○ According to the NIS 2019 AdvancED Engagement Review Report:

Content Area	%P/D School (16-17) "All Student Group"	%P/D State (16-17)	%P/D School (17-18) "All Student Group"	%P/D State (17-18)
Reading 3rd	33.6	55.8	21.5	52.3
Reading 4th	29.4	49.9	33.3	53.7
Reading 5th	39.0	57.3	40.3	57.8
Reading 6th	43.5	58.9	35.3	59.7
Math 3rd	32.1	50.9	28.9	47.3
Math 4th	20.6	47.9	37.2	47.2
Math 5th	22.0	48.9	24.4	52.0
Math 6th	24.1	49.1	34.5	47.5
Science 4th	N/A	N/A	14.0	30.8
Social Studies 5th	20.3	60.0	20.2	53.0
Writing 5th	19.5	45.9	12.6	40.5

- **Plus:**
  - The percentage of students who scored Proficient/Distinguished on K-PREP in fourth-grade math increased by 16.6 percentage points in 2017-2018.
  - The percentage of students who scored Proficient/Distinguished on K-PREP in sixth-grade math increased by 10.4 percentage points in 2017-2018.
- **Delta:**
  - Newport Intermediate School performed below state average in every content area for two consecutive years (2016-2017 and 2017-2018) on the Kentucky Performance Rating for Educational Progress (K-PREP).
  - The percentage of students who scored Proficient/Distinguished on K-PREP in third-grade reading decreased from 33.6 in 2016-2017 to 21.5 in 2017-2018.
  - The percentage of students who scored Proficient/Distinguished on K-PREP in sixth-grade reading decreased from 43.5 in 2016-2017 to 35.3 in 2017-2018.

The 2018 -2019 Needs Assessment shows trend data from KPREP. One common theme is the stagnant growth over the past 2 years as a building across all data. There is congruent data across the board in review of KPREP, MAP and F and P reading data.

Math scores are 5 points away from the state benchmark in proficiency, but growth in math is weak (11.2 percent growth) as compared to the state benchmark (15.1).   This trend over the past 2 years in both KPREP and MAP show decreasing novice but not decreasing apprentice. Students are becoming "stuck" in apprentice. Data talks with teachers will allow us to begin the process to move students forward. These trends continue in reading. The students are showing that they are growing (19.1) but are not moving out of novice and apprentice. For Newport Intermediate School, 67.3% of the student body scored in the novice and apprentice area. In Fall 2018 Map, 75% of students are novice or apprentice.

3rd Grade

- According to the NIS 2019 AdvancED Engagement Review Report, the percentage of students who scored Proficient/Distinguished on K-PREP in third grade reading decreased from 33.6 in 2016-2017 to 21.5 in 2017-2018
- The percentage of students who scored Novice on K-PREP in third grade reading increased from 42.5 in 2016-2017 to 59.7 in 2017-2018

3rd GRADE READING K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (146)	62	42.5%	34	23%	27	23	34%
2017 (138)	61	44.2%	31	22.5%	34	12	33.3%
2018 (121)	65	59.7%	30	24.8%	19	7	21.5%

3rd GRADE MATHEMATICS K-PREP ASSESSMENT							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (146)	45	30.8%	44	30%	45	12	39%
2017 (138)	47	34%	47	34.1%	41	3	31.9%
2018 (121)	37	30.6%	49	40.5%	28	7	28.9%

4th GRADE READING K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (124))	46	37%	32	25.8%	37	9	37%
2017 (127)	50	39.3%	40	31.5%	28	9	29.1%
2018 (129)	50	37.2%	38	29.5%	36	7	33.3%

4th GRADE MATH K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (124)	37	29.8%	41	33%	41	5	37%
2017 (125)	49	38.6%	52	41%	21	5	20.5%
2018 (119)	36	27.9%	45	34.9%	36	12	37.2%

5TH GRADE READING K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (120)	49	40.8%	30	25%	33	8	34%
2017 (125)	46	36.8%	32	25.6%	41	6	37.6%
2018 (119)	39	32.8%	32	26.9%	38	10	40.3%

5TH GRADE MATH K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT &** **DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (120)	41	34.6%	44	36.7%	26	9	29%
2017 (125)	35	28%	65	52%	21	4	20%
2018 (119)	39	32.8%	51	42.9%	19	10	24.4%

5TH GRADE SOCIAL STUDIES K-PREP TESTING						
YEAR	N NOVICE		A APPRENTICE		P PROFICIENT	D DISTINGUISHED	P & D PROFICIENT & DISTINGUISHED
	#	%	#	%	#	#	%
2016 (146)	43	35.8%	56	46.7%	21	0	17.5%
2017 (138)	44	35.2%	57	45.6%	23	1	19.2%
2018 (121)	47	39.5%	48	40.3%	21	3	20.1%

5TH GRADE ON DEMAND K-PREP TESTING						
YEAR	N NOVICE		A APPRENTICE		P PROFICIENT	D DISTINGUISHED	P & D PROFICIENT & DISTINGUISHED
	#	%	#	%	#	#	%
2016 (120)	36	30%	56	46.7%	28	0	23.3%
2017 (125)	53	42.4%	51	40.8%	21	0	16.8%
2018 (119)	48	40.3%	56	47.1%	14	1	12.6%

6TH GRADE READING K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT & DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (113)	41	36%	32	28%	35	5	35%
2017 (110)	36	32.7%	26	23.6%	44	4	43.6%
2018 (116)	45	38.8%	30	25.9%	35	6	35.3%

6TH GRADE MATH K-PREP TESTING							
YEAR	**N** **NOVICE**		**A** **APPRENTICE**		**P** **PROFICIENT**	**D** **DISTINGUISHED**	**P & D** **PROFICIENT & DISTINGUISHED**
	#	**%**	**#**	**%**	**#**	**#**	**%**
2016 (113)	18	16%	45	40%	46	4	44.2%
2017 (110)	27	2.5%	57	51.8%	22	4	23.6%
2018 (116)	18	15.5%	58	50%	33	7	34.4%

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

According to the NIS 2019 AdvancED Engagement Review Report:

Section II: Student Growth Index (2017-2018)

Content Area	Index	State Index
Reading	19.1	19.7
Math	11.2	14.5
EL	35.9	31.9
Growth Indicator	15.2	17.1

Plus
- Newport Intermediate School scored above the state index in student growth for English Learners in 2017-2018

Delta
- Newport Intermediate School did not meet the state index for the growth indicator for the 2017-2018 school year.

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

- In 2017-2018, Newport Intermediate School had a total of 31 students in grades 3-6 that were identified as EL students and participated in ACCESS Testing

2018 ACCESS for ELLs 2.0 Baseline Composite Results, by Grade

Language Levels	Newport Intermediate School			
	3rd	4th	5th	6th
1- Entering	0	0	0	0
2- Emerging	0	0	0	0
3- Developing	8	1	1	1
4- Expanding	7	7	2	1
5- Bridging	0	2	1	0
6- Reaching	0	0	0	0
Total Students:	15	10	4	2

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

v. One indicator of school quality or student success

NEWPORT INTERMEDIATE SCHOOL INFINITE CAMPUS BEHAVIOR REFERRALS		
2016-2017	2017-2018	2018-2019 (August-April)
402 Events 24.6% of Students	77 Events 10.7% of Students	558 Events 35.8% of Students

- Percentage of behavioral referrals increased from 10.7% in 2017-2018 to 35.8% in 2018-2019
- Percentage of behavioral referrals decreased from 24.6% in 2016-2017 to 10.7% in 2017-2018

According to the NIS 2019 AdvancED Engagement Review Report

- A review of documents and artifacts revealed that several services and programs (e.g., Big Brothers Big Sisters, outside agencies, school psychologist, school nurse) were available to support the social, emotional, developmental, and academic needs of students; however, the team found no evidence of a concerted effort to coordinate these services and programs to most efficiently meet the needs of students. The Diagnostic Review Team found little evidence to suggest services, programs, and resources were meeting the specialized needs of learners.

vi. Optional Measures
- Student Engagement:
  - 25% Transient Rate per year across the district
  - According to the 2019 AdvanceED Engagement Review Report:
    - Although the Diagnostic Review Team observed a few teachers implementing new programs and instructional practices, the team saw little student collaboration, self-reflection, and critical thinking. Classroom observation data, as previously detailed in this report, revealed that learners engaging "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4) were evident/very evident in 34 percent of classrooms. It was evident/very evident in 24 percent of classrooms that "Learners make connections from content to real-life experiences" (D2).
    - Observation and interview data revealed a lack of instructional rigor. Most instruction occurred at the knowledge level. Although all students had iPads, the devices were used predominantly to respond to bell ringers. The Diagnostic Review Team observed infrequent learning activities that required critical thinking. The team also observed little differentiation or peer collaboration in classrooms.
  - Effective Learning Environments Observation Tool (eleot) Results from the 2019 AdvancED Engagement Review Report

		D. Active Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	**2.1**	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	29%	38%	29%	5%
D2	**1.7**	Learners make connections from content to real-life experiences.	67%	10%	10%	14%
D3	**2.1**	Learners are actively engaged in the learning activities.	29%	38%	29%	5%
D4	**2.2**	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	33%	33%	14%	19%
Overall rating on a 4 point scale:		**2.0**				

- Educator Engagement:
  - Teacher Turnover - Teacher turnover rate decreased from 44.8% in 2016/17 to 29.3% in 2017/18

b. <u>Describe how the plan was developed based on a needs assessment.</u>

Respond here:

The improvement plan for Newport Intermediate School (3-6 configuration) has been developed based on current and longitudinal data points of student learning. The Comprehensive School Improvement Plan is centralized around MAP Data and KPREP Data from Newport Intermediate Schools and includes non-academic data including student attendance, student behavior and teacher turn over. Newport Intermediate School's leadership team also included data in the needs assessment an 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 Intermediate School Leadership Team in collaboration with the Assistant Superintendent and the Curriculum Team does a thorough examination of 3-6 yearly data, quarterly data and longitudinal data of students' academic and non-academic progress. This presentation 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) Create and use a system to monitor the implementation of all instructional practices and programs for quality and fidelity. Analyze data and use findings to adjust instructional practices and evaluate practices and programs for impact and effectiveness. 2) Identify, coordinate, and implement all available services and resources including support staff, volunteers, and community partners for maximum impact on students' social, emotional, developmental, and academic needs. Evaluate the effectiveness of these services and resources to ensure they are meeting the specialized needs of students.

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

Respond here:

Due to a cut in Title I and other state funds, we did not have the money 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 an intensive and intentional new teacher onboarding system. The funding will allow us to effectively train and retain new teachers through the planned ongoing mentorship program. We could not implement our new teacher onboarding plan without the additional school improvement funding. Without the school improvement funds, we would not be able to provide our teachers with training, resources and coaching on Kagan and Scholastic small group reading best practices. Lastly, the school improvement funds will allow Newport Intermediate to compensate our teachers for their time when attending additional professional learning beyond the required PD and work time outside of their required contract.

d. 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.

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

✔ We reviewed evidence on our own and will complete a narrative 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, and student practices that research ensures yield for student achievement growth results beyond .40 as an indicator of significant student growth.

NOTE: 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 Systems Protocol

Identify the specific elements of CHETL or Novice Reduction for Gap Closures as **Professional Learning Community System Protocol** being implemented as part of your improvement plan (CSIP)

Newport Intermediate 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 Standard Deployment, high quality Delivery of Instruction, Assessment Literacy and Review, Analyze, and Apply Data Results._** The protocol includes a **_continuous improvement system_** that has a **_Plan, Do, Study and Act component that is also 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 (Mike Mattos)_**
  - **_Implementation of high yield instructional strategies (Marzano 27-43 percentile)_**
  - **_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)._** The work involves the work of **_Mike Mattos and the identification of Essential Standards in the learning process of the instructional core_**. Phase II is the design of a **_high-quality common assessment_** of the portion of the unit that has been deconstructed. Teachers plan (in collaboration with instructional coaches and the administrative team) an assessment that is **_congruent to the intent of the standard_**. Phase III of the protocol is the development of the instructional lesson design that includes 3-part instruction, representative of **_practices of high yield/high impact strategy (DEI)_** 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 NIS 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 of effectiveness in a multiple of measures. The ultimate measure of high-quality PLCs is an increase in student learning that is measured by predetermined goals of the PLC. *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 and School Administrative Team.* Although the PLC protocol ensures measures of effectiveness built into the process, *the administrative team will additionally conduct walk-through observations, review lesson design, 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 will monitor, through analysis of the document Kentucky Framework for Teaching and Learning (former Danielson Framework), to determine next steps according to the categories in the domains.* When PLCs are not reaching adequate student achievement growth, the administrative team 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 Intermediate 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 an 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 and school level to ensure they are empowered to lead the processes at the building level. The goals of the Newport Intermediate School include:
- *Strengthen the PLC protocol and embedded best practices of Deployment of Standards*
- *Identification of Essential Standards (Mattos, Hanover Research)*
- *Shipley's Team Systems Check Evaluation*
- *Strengthen purpose/vision of RtI (Hattie, RtI-1.72)*
- *Training and Support on School Leadership and School Coaching (Hattie, Collective Teacher Efficacy 1.57)*

Describe how the PLC Lead Training and Professional Learning ensures that the elements identified will be implemented with fidelity.

PLC Lead support will sustain over the duration of the grant. *NIS Leadership will ensure that PLC Leads will be supported with varied training to ensure their continued growth in leadership, instructional practices, and independent learning. PLC Leads will model the work and create a classroom model for other teachers to visit and opportunities for PLC Leads to coach others, including Guided Reading and Guided Mathematics. A PLC Lead Protocol will be developed that includes the analysis of varied data points.* Leadership will then collectively decide on the next step of learning and action to be taken on the above resources and/or trainings to follow. A timeline and approach for all of the above work will correspond to Shipley's Team Effectiveness Assessments and will assist in the next steps in the work with continuous improvement of the PLC Leads.

Describe the methods used to monitor and measure the effectiveness of the PLC Lead Training and Professional Learning

*The long-term and overall measure of success of PLC Lead Training and Professional Learning will be an **increase in student achievement and significant decrease in teacher and leadership turnover at NIS. Leadership will monitor and evaluate the PLC Lead effectiveness through observation instruments, implementation of professional learning, and creation and sustained practice in development of model classrooms and the Teams' Systems Check. Leadership will review and analyze school-wide data as presented by PLC Leads on a monthly basis to determine next steps in a PDSA Model of 30-60-90 Day Plans.***

In order to build leadership capacity at Newport Intermediate, PLC leads and the administrative team will attend the RtI @ Work Conference in October of 2019. This conference will provide teacher leaders and our team with essential learning focused on effectively designing core instruction and targeting specific students with interventions to support them in grade level curriculum. PLC leads will be empowered to develop instructional lesson designs during PLC's to meet the needs of all learners.

New Teacher Induction
Identify the specific elements of CHETL and Novice Reduction for Gap Closure for **New Teacher Induction** being implemented as part of your improvement plan (CSIP).

Newport Intermediate 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 the most effective resources to strengthen instruction. New teachers will also receive *ongoing professional learning and support including:*
- *Kagan*
  - *Year 1 training for all new staff on days 1-3*
  - *Year 2 training for all staff on day 4*
- *School Culture (Safe and Civil Schools)*
  - *Year 1 training will be provided to the entire staff at NIS. This 2-day training will be on creating a Positive Behavior Intervention Support System that will be an integral part of the total school improvement.*
- *Instructional Process - aligned to the Newport Independent Classroom Structure Expectations*
  - *Small Group Guided Math Implementation*
    - *K-5 Math Intervention and Response to Intervention [Scholarly project]. (2017, May). In Hanover Research. Retrieved from https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment documents/K-5 Math Instruction and Response to Intervention.pdf*
      - *"High-quality math instruction is essential to the math success of all students, as students who struggle with math in elementary school do not develop the necessary skills to succeed in critical later math courses, such as algebra." This article discusses the importance of using a variety of strategies to help students be successful in the classroom. Many of those strategies include: Ongoing assessment; Differentiated*

> *instruction; Flexible grouping; Teacher collaboration; Year-to-year continuity; and Ongoing professional development. Guided Math allows for flexible grouping, differentiated instruction, and how we are assessing students daily.*

- *Sherry Parish, Number Talks Implementation*
- *ST Math*
  - *Wendt, S., Rice, J., & Nakamoto, J. (2018). A Cross-State Evaluation of MIND Research Institute's ST Math Program and Math Performance. https://www.stmath.com/hubfs/STMath/PDF/WestEd-Cross-State-Evaluation-of-MIND_Research_Institutes_ST_Math--Final_Published_Report_March_2018.pdf?hsCtaTracking=ea9495b8-1300-4a5a-a00f-ed3c821b3d0e%7C8e525b1e-2a21-4f2b-b50a-a7d2ac24f105*
    - *ST Math is a program that NIS uses school-wide in all grade levels. ST Math is utilized daily in core classes and during intervention times when needed. The article compared groups from grades 3-5 and our building is grades 3-6. The study aligned to the same age of groups of students we are serving at NIS.*
    - *"The analyses of schools with at least one grade level that implemented ST Math with fidelity found statistically significant differences for all grade levels in these schools in terms of the percentage of students at or above proficient in math, and for math scale scores on the state standardized exam"*

- *Guided Reading*
  - *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:*
      - *Jan Richardson Books*
  - *Lexia:*
    - *WWC Intervention Report, Lexia Reading. June (2019). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf*
      - *Lexia is a program that NIS uses school-wide in all grade levels. Lexia is utilized daily in core classes and during intervention times when needed. All students will be utilizing Lexia on a daily basis.*

- *Professional Learning*
  - *Training of Essential Standards*
  - *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*
  - *RTI will be monitored and evaluated based on assessment data during the Study phase of the PLC Protocol.*
    - *We need to strengthen the core instruction (tier 1 interventions) building-wide.*
  - *Guided Math (2-3 year Implementation)*
    - *Guided Math training for all 3rd-6th grade math teachers*
    - *Number Talks (2-3 year Implementation) training for all 3-6 grade math teachers*
  - *Project Based Learning*
    - *To strengthen opportunities for students for academic, personal, and transition success.*

- *Carrabba, C., & Farmer, A., (2018). The impact of project-based learning and direct instruction on the motivation and engagement of middle school students. Language Teaching and Educational Research (Later), 1(2), 163-174.*
  - *"The research data from this study indicated that both motivation levels and engagement levels of students were higher with project-based learning than with direct instruction. There were significant differences in the mean levels of engagement and motivation, both of these means increased with project-based learning"*
  - *"Data from this study confirmed for this population of students that project-based learning was connected to significantly higher student motivation and engagement when compared to direct instruction."*
- *Project Lead the Way*
  - *We need to strengthen problem solving, critical thinking, and perseverance with our student population*
  - *Overschelde, James P. Van. "Project Lead The Way Students More Prepared For*
  - *Higher Education." American Journal of Engineering Education (AJEE), vol. 4, no. 1, 2013, p. 1., doi:10.19030/ajee.v4i1.7854.*
    - *"In spite of the fact that traditionally lower-performing students were enrolled in PLTW courses in higher numbers, students who participated in PLTW were more prepared for higher education. Specifically, and in comparison to matched, non-PLTW students, PLTW students scored higher on the state's mathematics assessment, a higher percentage met the state's minimum Mathematics standard, and a higher percentage met the college-ready Mathematics standard. "*
- *Writing Training and Writing Resources*
  - *Continuous Improvement Coaches (Juett Wells)*
  - *Lucy Calkins Resources*
  - *Slavin, R., Lake, C., Inns, A., Baye, A., Dachet, D., & Haslam, J. (April 2019). A Quantitative Synthesis of Research on Writing Approaches in Grades 2 to 12. Retrieved from http://www.bestevidence.org/word/writing_grades2to12_April_2019_full.pdf*
    - *One of the strategies outlined in this article discusses implement a process to writing. This is included in our turnaround plan to create a writing plan and how we plan to implement it in the 2019-2020 school year. Having a process and procedures provides more opportunities to model writing for students and give them time to write. Another part of this study discussed the correlation between reading and writing. This year all teachers will be implementing a writing center within their 90-minute reading class.*

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

Newport Intermediate 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 Intermediate leaders are going to **ensure high quality trainers deliver effective training to all new teachers.** 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.**

Fast start training better teachers faster, with focus, practice, and feedback. (2014). Retrieved from
https://tntp.org/assets/documents/TNTP_FastStart_2014.pdf

When looking at mentoring programs, they need to be focused, provide practice, and provide feedback through intensive coaching. When we look at our new teacher induction programs, it goes far beyond partnering teacher, but providing focused programs that will help the teacher gain pedagogical knowledge as well as knowledge about the demographics of our students.

- *"Represented is three fundamental shifts. First is a narrower curriculum focused only on the most essential teaching skills. Next there is an emphasis on practicing skills instead of just learning about them. Third is intensive coaching that provides regular, specific feedback on changes to instructional techniques."*

Describe the methods used to monitor and measure the effectiveness of your local implementation of CHETL or Novice Reduction for Gap Closure for the **New Teacher Induction.**

Newport Intermediate 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 PLC's weekly to monitor instructional lesson designs. The principal and instructional coach will monitor daily formative assessment data, common formative assessments, and summative assessment data. Teacher implementation of all systems and processes will be monitored through our walkthrough system.* In addition to walkthroughs focused on Domain 2 and Domain 3, *new teachers will receive feedback on their implementation of Kagan and Scholastic small group reading from the administrative team and program consultants.* Lastly, the effectiveness of our new teacher induction system will be *measured by teacher retention data.*

Student Support Teaming

Identify the specific elements CHETL or Novice Reduction for Gap Closure programs of **Student Support Teaming** being implemented as part of your improvement plan (CSIP).

In attempt to meet the requirements for priority two we will be implementing a Student Support Team. Newport Intermediate School will identify, coordinate, and implement all available social, emotional, and behavioral services and resources to maximize impact on students' social, emotional, developmental, and academic needs. The analysis of services and resources will be utilized to identify additional service needs. School leadership will *establish a Student Support Team tasked with identification, support services, and progress mechanisms to ensure students receive needed services. The strategies selected for implementation includes the components of the Key Core Work Process, Novice Reduction for Gap Closure includes Alignment of Resources and Review, Analyze and Apply Data Results.*

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

The Administrative Team in collaboration with the Student Support Team will meet on a monthly basis to *align internal and external behavioral health agencies that service the students of NIS*. The team will create a system that includes transparent communication to teachers, parents and students. The plethora of agencies that are infiltrated throughout the community and are available to our students lack a consistent manner of selection of student needs as well as a method to maintain data that indicates success and goals. The team's mission is to *develop a systematic*

approach to ensure student's needs are being met timely, efficiently and effectively. To **ensure the fidelity of the system is maintained, we will create and exhaust the resources available and use longitudinal student academic and nonacademic data to better match appropriate intervention needs of the students.**

Describe the methods used to monitor and measure the effectiveness of your local implementation of CHETL or Novice Reduction for Gap Closure for **Student Support Teaming**.

While ***development of the systematic process*** to follow is developed by the Student Support Team, the methods to ensure an way to ***monitor and evaluate its' effectiveness will be developed***. The Administrative Team will monitor the data on a bi-weekly basis and present the data to the Student Support Team on a monthly basis. Adjustments to services, strategies of intervention will take place if student data does not indicate an increase in achievement or a decrease in inappropriate non-academic behaviors (e.g., absenteeism, behavioral referrals, explosive behaviors, barriers of poverty). Goals for each child will be part of the system built in collaboration with parents, school personnel and the agency of support. ***Celebrations of obtaining goals will be assessed on an individual basis based on student goals and next steps for each individual pupil.***

Safe and Civil Schools (PBIS)

Identify the specific elements of CHETL or Novice Reduction for Gap Closure and the use of an evidenced-based intervention for implementation of ***Safe and Civil Schools, an evidenced based program*** being implemented as part of your CSIP and embedded Turn-Around Plan.

Newport Intermediate School desires to create a school culture that is safe, respectful, and productive. The goal of increasing academic achievement through ***creating a Positive Behavior Intervention Support system will be an integral part of total school improvement***. The urgency in creating the systemic cultural change will require a hard-and-fast process that can be implemented expeditiously. Data of Safe and Civil Schools gives evidence that PBIS programs will compliment other efforts to improve academic outcomes. ***Safe and Civil Schools promotes as part of their systematic program and encompasses the following positive strategies: 1) school wide responsibility and discipline, 2) classroom management, 3) positive behavior support, 4) motivation, 5) school culture and climate.***

Describe the efforts taken to ensure that the elements of ***Safe and Civil Schools, PBIS evidence based program*** will be implemented with fidelity.

NIS will ensure this research-based program will be implemented with fidelity by following the recommended protocols and trainings that include comprehensive staff development, use of expert coaches, ensuring the procedures are followed, and reviewing data frequently as an Administrative Team to make adjustments as needed. The Administrative Team will combine current supports for our students to create a unified approach to ensure preventive measures of disruption and create a system to support students of trauma and extreme poverty, including homelessness. The school leadership of NIS will ensure the fidelity of the program will sustain and be empowered through training and support of Schoolwide PBIS: Foundations, the implementation of a Classroom Management Systems of CHAMPS, additional training in Tiers 1-3, Customized Special Education Services and explicit instruction approach with active engagement.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the evidenced based programs.

The Administrative Team in collaboration with teacher leaders will monitor and measure the effectiveness of the implementation and the results produced. The program supports the use of varied academic and nonacademic data points to measure success and attainment of goals of the schools, classrooms, and individual students. The PLC Teacher Leadership will view data on a monthly basis and the administrative team will view data on a weekly basis during administrative team meeting. The data collected will feed and evolve into continuous improvement work of the 30-60-90 Day Plan that ensures a Plan-Do-Study and Act model is followed.

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

Respond here:

Newport Intermediate 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 review, analyze, and apply 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 two new priorities that demonstrate alignment to the original problems of practice. The priorities were deconstructed and additions were added to the CSIP. The revised CSIP included the necessary next-steps targeting school improvement. The revised CSIP was approved by the Newport Board of Education on April 24th, 2019.

2. 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.

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 will be 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 goal 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
- Communicated 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 of 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 are 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 Intermediate School to support their turnaround initiatives:

Funding Source (Specify Type – Federal, State, Local)	Estimated Amount	Purpose
Instructional Coach – Federal	$90,000 Yearly	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	$70,000 Yearly	Help students develop proficient reading skills that will contribute to individual student achievement. working extensively with students, who show academic deficiencies on benchmark assessment and state level proficiency assessments, to help improve specific foundational reading skills through analysis of assessment results progress monitoring to assist in making informed instructional decisions based on evidence based practices in the classroom.
Math Intervention - State/Federal (MAF Grant)	$48,000 (State) $35,000 (Federal)	Help students develop proficient math skills that will contribute to individual student achievement. Teacher progress monitors to adjust needed instruction to meet student needs to ensure foundational essential skills This math interventionist will implement the Add+Vantage Math Recovery Program and collaborate with math teachers to provide tiered instruction.
Reading Intervention - State/Federal (RTA Grant)	$48,000 (State) $35,000 (Federal)	Provide daily intensive intervention for struggling intermediate students who have been identified using a universal screener with an additional focus on collaboration and co-teaching with classroom teachers
ELA Core Program - Local (6 year adoption total costs)	$91,000	Wonders - Core English Language Arts (ELA) instruction, and Intervention with focus on skills, strategies, and standards
Math Core Program - Local (4 year adoption total costs)	$42,000	envision MATH - core math program to teacher math standards with embedded intervention focused on strengthening conceptual understanding

Project Lead the Way - Local (Total Costs of implementation, training, & materials for Launch in grades 3-5 and Gateway in grade 6 since Fall 2016)	$61,000	Adopted at NIS to promote creativity, innovation, and problem solving. PLTW - Gateway Program helps students to develop a design-thinking mindset.
Intervention Programs - Federal (Lexia, Reading Plus, ST Math)	$15,000 Yearly	Programs used to assist with tiered instruction in Math and Reading - Reading and Math Interventionist
School Counselor - Local	$80,000 Yearly	Provides 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 to include monitoring the behavior intervention system and student support team.
Behavior Intervention Teacher - Local	$80,000 Yearly	Provides classroom and school-wide behavior management support. Communicates to teachers and parents regarding behavior needs to students. Key component in PBIS
Media Specialist - Local	$85,000 Yearly	Support to classroom teachers through technology integration and collaborative teaching strategies. Media Specialists are instrumental in providing creative and innovative opportunities for students.
Professional Learning - Federal/State (Examples: instructional strategies for student engagement, guided reading, technology, project-based learning)	$100,000 Yearly	Problems of Practices, identified by leaders at NIS, determined the school professional learning needs. Professional learning focuses on opportunities as documented in CSIP.
Benchmark Diagnostic Assessment - Local (MAP from NWEA)	$5,750 Yearly	Used to track students' academic trajectory toward identified student achievement goals - teachers use to inform grade level instruction, provide tiered interventions and meet academic needs of all students
Walkthrough Instrument - Federal (eWalk, eleot)	$2,600 Yearly	Key to school improvement - walkthrough tools provide a snapshot of classrooms and provide an opportunity for district/school leaders to collaborate with classroom teachers to improve the classroom environment, instructional practices, classroom management, and student engagement
English Learner Certified Teacher - Federal (2 itinerant positions)	$150,000 Yearly	Working with EL students with a concentrated effort in reaching 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.

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 NIS 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	$21,825.00

Stipends ($30 an hour) for Newport Intermediate School staff members are provided for out-of-school time for professional development beyond 24 hours (state mandated). Below are the training that we intend to pay our teachers to attend and participate in.

- Guided Reading: We started guided reading with scholastic this year (2018-2019) and we plan to continue with this incentive. Teachers that have been through the original training will be participating in 2 days of training and new reading teachers will participate in 3 days of training and be paid for 1 day.
  - 3 New Teachers: (6 Hours X3) X $30= $540
- PLC Lead School-Level Training: All PLC leads will participate in a two-day in-house training to become proficient in our PLC protocol and leading teachers through the process.
  - 8 Teachers (12 Hours X8) X $30= $2,880
- PLC Lead Global PD: PLC Leads will all participate in 12 hours (12 hours X$30) of Global PD that will be assigned and lead by administrators to help strengthen our PLC Leads leadership skills and knowledge.
  - 8 Teachers (12 Hours X8) X $30= $2,880
- RTI @ Work: 8 teachers and 3 administrators will be attending a 3-day RTI training during fall break. We want to strengthen our RTI Process in our building. Teachers would be paid for 18 hours of PD at $30 per hour.
  - 8 Teachers and 1 Instructional Coach (administrator) (15.5 Hours X 9) X $30= $4,185
- KAGAN: Our teachers participated in KAGAN training this year (2018-2019). All of our new teachers will participate in 12 PD hours of KAGAN Training prior to the school year. Year 2 all teachers will be completing day 4 in KAGAN.
  - 10 Teachers (12 hours X10) X $30= $3,600
- PLTW Launch Training: PLTW is being embedded in our science and library classes in the upcoming school year. All science teachers and media specialist will attend a 2-day (12 hours) training on PLTW.
  - 8 Teachers (12 hours X 8) X$30= $2,880
- Guided Math: 2 Teachers and our instructional coach will be traveling to Chicago, IL for Guided Math Train the Trainer training. This will allow them to come back and train the other math teachers in the building.
  - 3 Teachers (24 hours X 3) X $30= $2,160
- PBL Training: All of our science and social studies teachers attended PBL Training and received coaching this year (2018-2019) on project-based learning. This is an incentive that we want to continue in our building and our new science and social studies teachers will have to be trained.
  - 5 Teachers (18 hours x5) X $30= $2,700

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
222	**Matching Medicare**	**$316.46**

Cost associated with medicare for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:

- Guided Reading
- PLC Lead School-Level Training
- PLC Lead DuFour Training
- RTI at Work
- KAGAN
- PLTW Launch Training
- Guided Math
- PBL Training

Calculation: ($30 per hour x # of hours) x 0.0145%

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
231	**Matching Teacher Retirement**	**$3,514.91**

Cost associated with matching teaching retirement for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:

- Guided Reading
- PLC Lead School-Level Training
- PLC Lead DuFour Training
- RTI at Work
- KAGAN
- PLTW Launch Training
- Guided Math
- PBL Training

Calculation: ($30 per hour x # of hours) x 0.03 %

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	**Worker's Compensation**	**$85.11**

Cost associated with worker's compensation for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:

- Guided Reading
- PLC Lead School-Level Training
- PLC Lead DuFour Training

- RTI at Work
- KAGAN
- PLTW Launch Training
- Guided Math
- PBL Training

Calculation: ($30 per hour x # of hours) x .0039%

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	**Professional Consultant**	$70,781.00

Justification: Data analysis will drive the employment of professional consultants to deliver targeted PD based upon the 30-60-90 plan. Consultants will be employed to provide high-quality, job-embedded professional learning to teaching staff, school staff/leadership and behavior, literacy and math interventionists. To include:
- Guided Reading: Year 1 will cost $45,781.00
- KAGAN: Year 1 will cost $9,000
- PBIS (Safe Schools): PBIS: Safe and Civil Schools promotes as part of their systematic program and encompasses the following positive strategies: 1) school wide responsibility and discipline, 2) classroom management, 3) positive behavior support, 4) motivation, 5) school culture and climate. All teachers will participate in 2 days of training.
  - Year 1 will cost $16,000

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
338	**Registration Fees**	$20,558.00

Justification: Registration feeds to include professional training for school staff and leadership.

RTI @ Work: 8 Teachers, 1 Instructional Coach and 2 Administrators will be attending this conference and registration is $689.
- 11 People X $689= $7,579

KAGAN: 10 Teacher and 2 administrators will participate in this inhouse training and coaching.
- 12 People X $349= $4,188

PLTW Launch Training: 9 teachers will be attending this conference and registration is $500 per person.
- 8 Teachers X $500= $4,000

PBL: 5 Teacher and 2 administrators will be attending this conference and registrations is $799 per person.
- $799 per person X7= $5,593

Guided Math: 2 teacher and administrator will be attending this conference and registration is $1395 per person.
- $1395 per person X 3 people= $4,185

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
580	**Travel**	**$37,054.60**

Costs associated with in- and out-of-district travel for school staff, including meal per diem, mileage and lodging:
- Identified professional learning trainings
    - RTI at Work
        - Flight: $500 per person (8 teachers, 1 Instructional Coach, and 2 administrators)
        - Hotel: $375 per person (8 teachers, 1 Instructional Coach, and 2 administrators)
        - Meal: $205 per person (8 teachers, 1 Instructional Coach, and 2 administrators)
    - PLTW Launch Training
        - Hotel: $250 per person (8 teachers)
        - Mileage: 40 cents per mile (202 miles roundtrip)
        - Meals: $150 per person (8 teachers)
    - Guided Math Train the Trainer
        - Hotel:
            - $1,200 per teacher (2 teachers)
            - $2,400 per administrator (1 administrator)
        - Mileage: .40 cents per mile (600 miles roundtrip)
        - Meals: $260 per person (2 teachers and 1 administrator)
    - PBL
        - Hotel: $300 per night (6 teachers and 1 administrator)
        - Mileage: .40 cents per mile (254 miles roundtrip)
        - Meals: $205 per person (6 teachers and 1 administrator)

Cost associated with travel expenses for consultants including lodging, meal per diem, and transportation (flight, milage)
- PBIS
    - $4,000 for meals, lodging, and travel for the trainer.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
643	**Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required**	**2247.78**

To provide differentiation to close achievement gaps, e- and hard copy supplemental materials will be purchased to support literacy and reading intervention instruction.
- Jan Richardson Books-Guided Reading Materials
    - 9 books at $83.00 per book
- rBooks -Student Books
    - 50 books at $29.95 per book

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
735	Technology Software	$36,200.00

Justification: Software will enhance students' 21st century skills, learning and engagement.
- Tiered math and literacy software will be provided to differentiate instruction in the Math and Literacy intervention labs.
  - $35,000 for ST Math for a site license
  - $1,200 for Read 180 and System 44
    - 30 seats for Read 180
    - 15 seats for System 44

	TOTAL GRANT FUNDS REQUESTED:	$192,582.86

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	$21,825.00
222	Medicare	$316.46
231	Employer Retirement Contribution	$3,514.91
260	Workmen's Compensation	$85.11
335	Professional Consultant	$70,781
338	Registration Fees	$20,558
580	Travel	$37,054.60
643	Supplementary Books, Study Guides, and Curriculum	$2,247.78
735	Technology Software (over $5,000)	$36,200
Total Amount Requested for Year 1:		$192,582.86

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**	**$3,780.00**

- Guided Reading Training and Coach: We started guided reading with scholastic in year (2018-2019) and we plan to continue with this incentive moving forward. Teachers that have been through the original training will be participating in 1 day (6 hours X $30) of training.
  - 3 Teachers (6 hours X 3) X $30= $540
- PLC Lead Global PD: PLC Leads will all participate in 12 hours (12 hours X $30) of Global PD that will be assigned and lead by administrators to help strengthen our PLC Leads leadership skills and knowledge
  - 6 Teachers (12 Hours X6) X $30= $2,160
- PBL Training: All of our science and social studies teachers attended PBL Training and received coaching this year on project-based learning. This is an incentive that we want to continue in our building and our new science and social studies teachers will have to be trained.
  - 2 Teachers (18 Hours X 2) X $30= $1,080

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
222	**Matching Medicare**	**$54.81**

Cost associated with medicare for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:
- Guided Reading
- PLC Global PD
- PBL

Calculation: ($30 per hour x # of hours) x 0.0145%

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
231	**Matching Teacher Retirement**	**$608.77**

Cost associated with teacher retirement for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:
- Guided Reading
- PLC Global PD
- PBL Training

Calculation: ($30 per hour x # of hours) x 0.03 %

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	**Worker's Compensation**	**$14.74**

Cost associated with worker's compensation for all teachers that are paid Other Certified Pay (0113) for the following Professional Learning Days that are above the mandated 24 hours:
- Guided Reading
- PLC Global PD
- PBL Training

Calculation: ($30 per hour x # of hours) x .0039%

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	**Professional Consultant**	**$30,793.00**

Justification: Data analysis will drive the employment of professional consultants to deliver targeted PD based upon the 30-60-90 plan. Consultants will be employed to provide high-quality, job-embedded professional learning to teaching staff, school staff/leadership and behavior, literacy and math interventionists. To include:
- Guided Reading: Year 2 cost will be $16, 793.
- KAGAN: Year 2 cost will be $6,000
- PBIS (Safe Schools): Year 2 cost will be $8,000

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
338	Registration Fees	$7,598.00

Justification: Registration feeds to include professional training for school staff and leadership.

KAGAN: There will be 30 teachers that will be participating in KAGAN day 4 training. The cost of the registration is $200 per person.
- 30 Teachers X $200= $6,000

PBL: There will be 2 teachers that will be attending the PBL Conference. The cost of the registration is $799 per person.
- 2 Teachers X $799= $1598

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
580	Travel	$5,213.00

Costs associated with in- and out-of-district travel for school staff, including meal per diem, mileage and lodging:
- Identified professional learning trainings
  - PBL (2 Teachers)
  - Hotel: $300 per person
  - Meals: $205 per person
  - Mileage: .40 Cents per mile (254 miles roundtrip)

Cost associated with travel expenses for consultants including lodging, meal per diem, and transportation (flight, mileage)
- PBIS
  - $4,000 for meals, lodging, and travel for the trainer.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
735	Technology Software	$9,350.00

Justification: Software will enhance students' 21st century skills, learning and engagement.
- Tiered Reading software will be provided to differentiate instruction in the literacy intervention labs.
  - Lexia Site License

	TOTAL GRANT FUNDS REQUESTED:	$57,412.32

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 Pay	$3,780.00
222	Medicare	$54.81
231	Employee Retirement Contribution	$608.77
260	Workmen's Compensation	$14.74
335	Professional Consultant	$30,793.00
338	Registration Fee	$7,598.00
580	Travel	$5,213.00
735	Technology Software (over $5,000)	$9,350.00
Total Amount Requested for Year 2:		**$57,412.32**

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