

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 Primary 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 Primary School, K-2nd grade, is the only feeder school for Newport Intermediate School, 3rd-6th grade. Therefore, the primary school analyzes the Measurement of Academic Progress (MAP) assessment for K-2nd grade and the K-PREP data for 3rd grade.

Academic priorities and concerns at Newport Primary School include:

- Brigance Data
 - 67% of our incoming Kindergarten students during the 2017/18 school year entered not ready for school
- 2017/18 Spring Reading MAP Assessment
 - 2nd Grade
 - 52% scored Novice
 - 22% scored Proficient/Distinguished
- 2017/18 Spring Mathematics MAP Assessment
 - 2nd Grade
 - 46% scored Novice
 - 25% scored Proficient/Distinguished
- During the 2017/18 school year, 41% of our First Grade students tested at the Novice level in the Fall and 41% tested at the Novice performance level in the Spring. The number of students scoring Novice in First Grade was not reduced during the 2017/18 school year.

- When comparing the Spring 2018 Reading MAP assessment data to the Fall 2018 Reading MAP assessment data, our Novice percentage increased by 10% over the summer in First Grade and 13% in Second Grade.
- When comparing the Spring 2018 Mathematics MAP Assessment data to the Fall 2018 Math MAP Assessment data, our Novice percentage increased by 15% over the summer in First Grade and 21% in Second Grade.
- When analyzing the Spring Reading MAP data across grade levels, Novice increased in each grade level.
 - 32% of students in Kindergarten score Novice in the Spring, 41% of First Grade and 52% of Second Grade
- When analyzing the Spring Math MAP data across grade levels, our Novice increased in each grade level.
 - 27% of Kindergarten students scored Novice in the Spring on the Mathematics MAP assessment, 41% in First Grade and 52% in Second Grade

Recent 2018-19 MAP Assessment analysis indicates:

NEWPORT PRIMARY SCHOOL 2018-19 MAP READING DATA					
GRADE	CYCLE	NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
K	FALL	76/135 (56%)	44/135 (33%)	10/135 (7%)	5/135 (4%)
	WINTER	52/125 (41.6%)	38/125 (30.4%)	16/125 (12.8%)	19/125 (15.2%)
1st	FALL	52/123 (42%)	35/123 (29%)	21/123 (17%)	15/123 (12 %))
	WINTER	41/117 (35%)	33/117 (28.2%)	24/117 (20.5%)	19/117 (16.2%)
2nd	FALL	68/126 (54%)	31/126 (25%)	16/126 (12%)	11/126 (9%)
	WINTER	52/121 (42.9%)	31/121 (25.6%)	25/121 (20.6%)	13/121 (10.7%)

- 2018 MAP Reading Data Analysis
 - Kindergarten
 - 15% Novice reduction (56% to 41%)
 - 17% increase of P/D (11% to 28%)
 - 1st Grade
 - 7% Novice reduction (42% to 35%)
 - 7% increase of P/D (29% to 36%)
 - 2nd Grade
 - 11% Novice reduction (54% to 43%)
 - 10% increase of P/D (21% to 31%)

NEWPORT PRIMARY SCHOOL 2018 MAP MATH DATA					
GRADE	CYCLE	NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
K	FALL	89/135 (66%)	29/135 (22%)	12/135 (9%)	5/135 (3.7%)
	WINTER	34/125 (27.2%)	46/125 (36.8%)	30/125 (24%)	15/125 (12%)
1 st	FALL	52/123 (42%)	32/123 (26%)	32/123 (26%)	7/123 (5.6%)
	WINTER	32/117 (27.3%)	40/117 (34.1%)	31/117 (26.5%)	14/117 (12%)
2 nd	FALL	62/126 (49%)	41/126 (33%)	21/126 (17%)	2/126 (1.5%)
	WINTER	46/121 (38%)	46/121 (38%)	27/121 (22.3%)	2/121 (1.7%)

- 2018 MAP Mathematics Data Analysis
 - Kindergarten
 - 39% Novice reduction (66% to 27%)
 - 23% increase of P/D (13% to 36%)
 - 1st Grade
 - 15% Novice reduction (42% to 27%)
 - 7% increase of P/D (31% to 38%)
 - 2nd Grade
 - 11% Novice reduction (49% to 38.4%)
 - 5% increase of P/D (18% to 23%)

● 3rd Grade K-PREP Data

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%
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- 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 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%

- The percentage of students who scored Proficient/Distinguished on K-PREP in Third Grade Mathematics decreased from 39 in 2016-2017 to 28.9 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 MAP data from the same student groups over a three year period at Newport Primary School to show student achievement growth.

- Reading Growth over 3 Years
 - Decrease in Novice from 56% to 43%, for a total decrease of 13%
 - Increase in Proficient/Distinguished from 16% to 32%, for a total increase of 16%
- Math Growth over 3 Years

- Decrease in Novice from 43% to 38%, for a total decrease of 6%
- Increase in Proficient/Distinguished from 18% to 24%, for a total increase of 6%

Winter to Winter MAP Growth of Same Student Groups over Three Years at NPS

Winter 17				Winter 18				Winter 19			
K Reading				1st Reading				2nd Reading			
N	A	P	D	N	A	P	D	N	A	P	D
56%	28%	11%	5%	46%	33%	9%	12%	43%	25%	21%	11%
K Math				1st Math				2nd Math			
N	A	P	D	N	A	P	D	N	A	P	D
43%	36%	14%	4%	36%	36%	21%	6%	38%	38%	23%	1%

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

- In 2017-2018, Newport Primary School had a total of 49 students in grades K-2 that were identified as EL students and participated in ACCESS Testing.
- In 2017-2018, Newport Intermediate School had a total of 15 3rd grade students 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 Primary School	Newport Intermediate School
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	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
1- Entering	8	0	0	0
2- Emerging	3	1	4	0
3- Developing	2	7	16	8
4- Expanding	0	2	4	7
5- Bridging	0	2	0	0
6- Reaching	0	0	0	0
Total Students per Grade:	13	12	24	15

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 PRIMARY SCHOOL INFINITE CAMPUS BEHAVIOR REFERRALS			
2015-2016	2016-2017	2017-2018	2018-2019 (August-Dec.)
80/472 17%	89/433 21%	46/380 12%	6 incidents

- Percentage of behavioral referrals increased from 17% in 2015-2016 to 21% in 2016-2017
- Percentage of behavioral referrals decreased from 21% in 2016-2017 to 12% in 2017-2018

NEWPORT PRIMARY SCHOOL Physical Aggression Reports (Not included in Infinite Campus) August -December	
2017-2018	2018-2019
116/380 31%	56/365 15%

- Percentage of physical aggression reports decreased from 31% in 2017-2018 to 15% in 2018-2019

vi. Optional Measures

- Student Engagement:
 - 25% transient rate per year across the district
 - According to the 2019 AdvanceED Engagement Review Report:
 - A review of the 2018 School Quality Factors (SQF), Item D, Impact of Instruction, question 5, “Leadership monitors and evaluates impact of instruction on learner engagement, outcomes and overall success,” yielded the following results. When asked, (a.) “With what frequency do leaders engage in this practice?” stakeholders selected “Sometimes.” When asked, (b.) “To what degree is this practice implemented?” stakeholders selected “Partially Implemented.”
 - A concern to the Diagnostic Review Team was the lack of rigor for standards-based grade-level instruction at Newport Primary School. It was evident/very evident in 35 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)”
 - During the principal’s overview, he identified three priority problems of practice: 1) lack of in-depth understanding of the intent of the standards, thus instruction and assessment are incongruent; 2) absence of a balanced assessment system (formative, interim, summative) that informs instructional adjustments and curricular changes; and 3) students not cognitively engaged as a result of ineffective strategy/activity selection and congruence with the intent of the standard.
 - 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	2.2	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	12%	59%	29%	0%
D2	2.0	Learners make connections from content to real-life experiences.	24%	59%	12%	6%
D3	2.4	Learners are actively engaged in the learning activities.	0%	65%	35%	0%
D4	1.8	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	41%	41%	18%	0%

Overall rating on a 4 point scale:

2.1

- Educator Engagement:
 - Teacher Turnover - Teacher turnover rate increased from 17% in 2016/17 to 30% in 2017/18

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

Respond here:

The improvement plan for Newport Primary School (K-2 configuration) has been developed based on current and longitudinal data points of student learning. The Comprehensive School Improvement Plan is centralized around MAP Data, Reading Mastery, Kindergarten Readiness (Brigance Assessment) and the 3rd Grade KPREP Data from Newport Intermediate School and includes non-academic data including student attendance, student behavior and teacher turnover. Newport Primary 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 were completed and the findings were congruent to KDE/AdvancEd Diagnostic Review conducted on January 22-25, 2019.

Newport Primary School Leadership Team, in collaboration with the Assistant Superintendent and the Curriculum Team, completes a thorough examination of K-2 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.

The following have become priorities for continued improvement based on all analyses of reports: 1) a valid approach to the deployment of standards, 2) creating sustainable processes and systems that support student learning and assessments of learning, and 3) alignment of these resources to student needs that are consistently and timely monitored and evaluated for effectiveness.

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 reduction in Title I and other state funds, Newport Primary School will 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 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 will not be able to provide our teachers with training and coaching on Kagan and Scholastic small group reading best practices. Lastly, the school improvement funds will allow Newport Primary 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 System Protocol

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

Newport Primary 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 Plan, Do, Study and Act components and 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, Clarity .78)*
 - *Common Assessments*
 - *Deployment of new KAS standards*
 - *Identification of essential standards (Mike Mattos Research, Solution Tree; Hattie- .62)*
 - *Implementation of high yield instructional strategies (Range of Hattie Strategies- .75-.52)*
 - *Study of data results with operational next steps (Formative Evaluation, Hattie- .48, including strategy monitoring. 58)*

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

The establishment of this protocol constitutes 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 school administrative leadership team.*** Each phase of the PLC Protocol is deeply embedded with a best practice that exemplifies a 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 process 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 design (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 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 NPS Administrative Team.

- **Professional Learning Communities**
 - *Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.*
 - *The recommendations of the study reflect both the expertise of the panelists and the findings from several types of studies, including studies that use causal designs to examine the effectiveness of data use interventions, case studies of schools and districts that have made data-use a priority, and observations from other experts in the field. The research base for this guide was identified through a comprehensive search for studies evaluating academically oriented data-based decision-making interventions and practices. An initial search for literature related to data use to support instructional decision making in the past 20 years yielded more than 490 citations. Of these, 64 used experimental, quasi-experimental, and single subject designs to examine whether data use leads to increases in student achievement. Among the studies ultimately relevant to the panel's recommendations, only six meet the causal validity standards of the What Works Clearinghouse (WWC) and were related to the panel's recommendations.*

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

The PLC System Protocol will be monitored and measured for 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. *Teachers will progress monitor student achievement on the essential standards taught and formatively assess weekly. Monthly, teachers will present their student achievement data to the PLC Team and School Administrative Team.* Although the PLC protocol has 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 in order to monitor teacher effectiveness and teacher growth of standard deployment and delivery of instruction. The School Administrative Team, including the principal 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, 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 Primary School will ensure that teacher leadership is established through **PLC Lead Training and Professional Learning**. *Establishing PLC Leads will be a focal point that includes selection and primary training to ensure this level of leadership has in depth understanding of the PCL Protocol and the essential research behind each phase of the protocol and how this systematic process intertwines for whole school success.* PLC Leads will be supported in their professional learning at the district level and at the school levels to ensure they are empowered to lead the processes at the school levels. The goal of growing and strengthening the knowledge base of the school and district personnel requires:

- *Strengthen the PLC protocol and embedded best practices of Deployment of Standards, Identification of Essential Standards (Mattos, Hanover Research)*
- *Shipleys Team Systems Check Evaluation*
- *Strengthen purpose/vision of Rtl (Hattie, Rtl-1.72)*
- *Training and Support on School Leadership and School Coaching (Hattie, Collective Teacher Efficacy 1.57)*
- *Includes PLC Lead Independent Study on “Building Better Data Systems” studies on Longitudinal Data,*

Describe the 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. *NPS Leadership will ensure PLC Leads are supported with varied training to ensure their continued growth in leadership, instructional practices and independent learning. PLC Leads will create a model classroom whereby colleagues can observe and will be provided opportunities 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 steps 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.

In order to build leadership capacity at Newport Primary, PLC leads and the administrative team will attend the Rtl at 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.

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 NPS. ***Leadership will monitor and evaluate the PLC Lead effectiveness through observation instruments, implementation of professional learning, 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.***

New Teacher Induction

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

Newport Primary 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 on small group guided reading and implementing Direct Instruction. 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 with Kagan cooperative strategies.

- ***New Teacher Induction***
 - ***Scholastic Training (Hattie, Comprehensive Reading Programs .47)***
 - ***Direct Instruction - (Hattie, Repeated Reading .48)***
 - ***Kagan***
 - ***School Culture***
 - ***Available Resources***
 - ***Rtl (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 Primary 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 Primary 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.

Teacher Mentorship

- *Menezes, A., & Maier, A. (2014). Fast Start: Training Better Teachers Faster, with Focus, Practice and Feedback. Retrieved June 7, 2019, from <https://files.eric.ed.gov/fulltext/ED559704.pdf>*
- *The focus of the Fast Start training is to provide teachers with the essential skills they need to be a successful teacher. In doing so, an emphasis is placed on practicing those essential skills and receiving frequent feedback and monitoring to improve their instructional techniques.*
- *The study found the following:*
 - *Teachers can improve quickly if given enough of an opportunity to practice the required skills.*
 - *Teachers who master a small number of skills before the school year start are more likely to be successful.*
 - *Pre-service training is a powerful predictor of success in the classroom.*

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

Newport Primary 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 shall receive formative feedback on their implementation of Kagan and Scholastic small group reading from administrative team and program consultants. Lastly, effectiveness of our new teacher induction system will be measured by teacher retention data.

Sustainable Instructional Practices

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning or Novice Reduction for Gap Closure to develop Sustainable Instructional Practices.

Newport Primary School will continue to *implement, train and support the instructional practices of Small Group Guided Reading, Direct Instruction and Kagan Cooperative Learning.* For Direct Instruction, initial training will be conducted for all new staff to ensure effective implementation. *Individual coaching, modeling and co-teaching of lessons* will continue for the 2019-2020 and 2020-2021 school year. *Direct Instruction progress monitoring data will continue to be monitored and evaluated weekly for student success by the Instructional Coach and Literacy Assessment Team* at Newport Primary School. These *instructional practices ensure the prevention, intervention and remediation of students based on student data points.*

To sustain *deeper cognitive engagement, brain-based learning and deeper conceptual learning, Kagan Cooperative Learning* training will take place for two days for all new teachers. KAGAN foundational initial training will be conducted for all new staff. *Coaching and supports will be in place for all new teachers* to ensure onboarding with KAGAN is effective for full implementation. A Kagan Coach will provide *Individual coaching to all staff* during the 2019-2020 and 2020-2021 school year.

Initial training for Small Group Guided Reading will be conducted for all new primary teachers on the *essential components of small group guided reading instruction* (Jan Richardson’s/Scholastic Guided Reading). Training for all staff will be conducted by Scholastic for continued areas of focus for *small group guided reading (Tier I and II*

*Intervention). On-site coaching for guided reading implementation will continue for the 2019-2020 and 2020-2021 school year, with a **Scholastic Coach in collaboration with the Instructional Coach and Principal at Newport Primary. On-site coaching will continue to support teachers with highly effective implementation of small group guided reading. Teacher leaders and model classrooms will be developed in all areas and provide new staff another layer of continued support and professional learning.***

- **Sustainable Instructional Practices**
 - **Direct Instruction**
 - **Resources to compliment the teacher Direct Instruction (DI) lessons**
 - **Individual teacher coaching and feedback**
 - **Kagan Cooperative Learning**
 - **Training for new staff (Year 1 and 2)**
 - **Coaching for individual teachers on Kagan Cooperative Strategies (Year 1 and 2)**
 - **Guided Reading (2-3 year Implementation)**
 - **Training for new staff (Year 1 and year 2)**
 - **Coaching for individual reading teachers (Year 1 and year 2)**
 - **Resources:**
 - **Short Reads (Fiction and Nonfiction)**
 - **Jan Richardson Books**

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

In order to ensure the sustainable instructional practices are implemented with fidelity, the Newport Primary Administrative Team will ensure all teachers are provided high-quality training in Direct Instruction, Kagan and Guided Reading Instruction. **All teachers will receive ongoing, job-embedded coaching and feedback on Direct Instruction, Kagan and Guided Reading from Newport Primary Administrative Team and coaching consultants from Kagan and Scholastic based on planned lesson design, student progress data, and observation.**

The Instructional Coach in collaboration with the principals monitor Direct Instruction through daily walkthroughs, ensuring all teachers receive regular walkthroughs and feedback. During these walkthroughs, the role of the instructional coach is to provide job-embedded coaching and modeling. **Teachers identified as needing more support receive more frequent walk throughs and feedback from members of the Administrative Team.** Our Literacy Assessment Team (LAT DAT) is a teacher leadership team comprised of our Instructional Coach, Principal, Assistant Principal and two teachers from each grade level. Each team member is responsible for reviewing a specific set of teacher's DI Lesson Pacing & Assessment binder weekly to **aid in identifying areas of teacher support and student growth specific to Direct Instruction.**

Monthly PLC Lead Meetings with their own unique protocol will ensure that our teacher leaders are continuing to reflect on the effectiveness of instructional practices and data results across grade levels. Leads will continue their own professional learning through the **Plan, Do, Study and Act model as well as leadership development.** The data collected from these leadership teams will feed into the **30-60-90 Day Plan for instructional and curricular next steps for school improvements.**

Direct Instruction

- **What Works Clearinghouse - Reading Mastery. (2010, August). Retrieved June 4, 2019, from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readmast_081010.pdf**

- *The study above from What Works Clearinghouse examined the effects of Reading Mastery on 4th graders in a mid-western elementary school. The study determined Reading Mastery to have potentially positive effects on reading fluency and no discernible effects on comprehension for adolescent learners..*

Describe the methods used to monitor and measure the effectiveness of your local implementation of the CHETL or Novice Reduction for Gap Closure for **Sustainable Instructional Practices**.

Newport Primary School Administrative Team will develop a *balanced assessment system and monitoring process*. This system will directly tie to our *Professional Learning Community System Protocol that ensures timely and appropriate assessments and data analysis of student success*. This *balanced assessment system will include the identification of specific data, specific staff responsible and frequency of data collection and analysis*. Academic data includes *daily common formative assessments, weekly reading mastery checkouts, bi-weekly running records, MAP and creation of common summative assessments*. *The immediate application of this data will drive all decision making in these processes and next steps. These determining next steps will be evident in the 30-60-90 Day Plan and will immediately impact student learning.*

Newport Primary School administrative team will develop a system for intentional walk throughs to monitor the quality and congruency of instructional and assessment practices. One component of this plan includes weekly *administrative team meetings focused on walk through data, determining teacher supports and targeted follow-up that will feed into the PDSA of the 30-60-90 Day Plan*.

The balanced assessment system demonstrating student achievement in conjunction with our intentional walk through system to collect data on instructional practices will provide administration with data to determine and monitor the effectiveness of our sustainable instructional practices.

Job-Embedded Professional Learning

Identify elements being implemented and efforts to ensure that **Job-Embedded Professional Learning** including Standard Deployment and Instructional Delivery, elements of Novice Reduction for Gap Closure ensures that the elements identified will be implemented with fidelity.

NPS next steps in professional learning includes all elements listed below and is included in the CSIP Turn Around Plan for Improvement efforts and are 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 NPS 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.

NPS in collaboration with administrative team, district leadership and selected PLC Leads will establish a communicated Balanced Assessment System that includes daily formative assessments, Common mid-point Unit Assessments, Common Unit Assessments, and data points of student progress monitoring. All stakeholders (parents, teachers, administrators, and students) will be *communicated the overall plan to monitor student learning and an assurance of the data applied to create a plan for increased student achievement*. The adopted PLC Protocol and The PLC Lead Protocol will include that these elements 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 and congruent assessments and instruction that includes strategy selection of three part instruction that embraces the Gradual Release Model (Douglas Fisher and Frey). This processes are also the actionable components of Hattie’s work that promotes high impact and influences on 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 training and professional growth that is job embedded will include an effective deployment of a school-wide writing plan. *Administrative Leaders will monitor the deconstruction of ELA standards and the integration of systematic writing built into lesson design and data of student progress will be analyzed on a bi-weekly basis.* This two year process will consist of a plan, deployment of the plan, monitoring and then analysis of current student writing to adjust teacher learning needs to improve writing instruction in a K-2 setting while ensuring all writing standards are addressed with fidelity.

Guided mathematics as an instructional model will begin the initial stages of implementation during YEAR 1 (2019-2020). NPS Leadership Team, PLC Lead Team, Mathematics Achievement Fund Teacher and the teachers who are trained in this grant will onboard a committee that will set in place expectations and do action research on the implementation for the months of August-December 2019. After this date, January 2, 2020 and sustaining throughout this school year, *the NPS Leadership team in collaboration with the MAF Coordinator/Teacher will develop model classrooms of high quality math core and guided instruction.* The study and practice of mathematics guided instruction will include site visits of highly effective implemented programs (Scott, Boone, and/or Jessamine Counties), book studies, lesson studies 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 classroom teacher training, coaching and administrative support will ensure the deployment of school-wide guided mathematics will sustain the momentum of guided math practices to impact student achievement.

- NPS Continued and Job-Embedded Professional Learning of Standard Deployment and Instructional Delivery
- Review of KAS and identification of Essential Standards (Solution Tree and Mike Mattos work)
- Balanced Assessment System: Review, Analyze and Apply Data Effectively
- (Formative Assessment, Common Assessment Practices, progress monitoring- Continuous Improvement Strategy, Hattie, .)
- Intentional Instructional Design for Math, ELA, Science, and Social Studies (DEI, Hattie .60)
- School-Wide Writing Plan and Deployment (Continuous Improvement Coach and Lucy Calkins’ Resources)
- Guided Mathematics Implementation (2 year Implementation)
- Number Talks Implementation

- **Evidence Based Practice**
 - **Guided Math**
 - **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](https://www.antiochschools.net/cms/lib/CA02209771/Centricity/domain/43/assessment/documents/K-5%20Math%20Instruction%20and%20Response%20to%20Intervention.pdf)**
 - **“High-quality math instruction is essential to the math success of all student, 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, differentiate instruction, and how we are assessing students daily.

○ **Writing**

- *Slavin, R., Lake, C., Inns, A., Baye, A., Dachtel, 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 year 1 and year 2. 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. During the 2019-20 school year, all teachers will be implementing a writing center within their 90 minute reading class.*

Describe methods used to monitor and measure the effectiveness of Job Embedded Professional Learning Practices of local implementation of the CHETL, or NR for Gap Closure, and Continuous Improvement.

The Leadership Team at NPS will design a systematic approach to new Kentucky Standard Deployment in collaboration with the district leadership. The teams will converge to ensure conceptual understanding of grade level standards and possible adjustments to the current grade level standards. ***School level leaders attend all PLCs two times weekly. Coaches and Principals will monitor the deconstruction of the new KAS standards and teacher understanding of these standards.*** The conversations will be centered around the criteria of establishing essential standards and the vertical alignment of the essential standards. ***The monitoring and evaluation of standard deployment will include: teachers providing clarity of learning expectations; congruency of the intent of the standard to instruction; assessment plan to be monitored and evaluated through administrative instructional walk throughs; learning walks; and a review of quality lesson design that aligns to adopted instructional process. School level administrators will monitor student data weekly in order to ensure congruency is maintained and the fidelity of the standard is maintained and the level of mastery learning preserved.***

The assurance that essential standards are correctly identified and congruently taught ***will be monitored by the student data results and the impact of mastery learning in core instruction.*** During PLC in the Study Phase of the protocol, the system will flush out the results of each student’s success of the essential standard in order to effectively create a lesson design for Tier I instruction. ***Administrators will ensure the data informs the curriculum adjustments and future instructional needs.***

The PLC Protocol sets a system in place for administration to ***monitor the lesson design to ensure rigor intent, congruency, strategy selection and aligned assessment practices.*** Administrators’ presence during PLCs, utilizing a tool that identifies “look fors,” will be used to assist in coaching these elements of the PLC.

Writing will be monitored through an evaluation of student writing samples. The continuous monitoring of the implementation of the writing plan will be followed. Feedback and next steps will be provided for teachers and

monitored through the use of the 30-60-90 Day Plan with timelines.

Evaluation of Year I in Guided Mathematics will consist of the learning processes and the readiness for full implementation of school-wide approach for instructional practice. Leadership (Administration and Teacher) will prepare their level of knowledge and understanding to ensure the instructional core, Tier I and Tier II instruction in mathematics are a systematic planned process. This process will be *monitored and evaluated by data collected in the model classrooms to ensure next steps for success in 2020 full implementation. A PDSA will also be conducted to evaluate the total effectiveness.*

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

Newport Primary School Leadership Team conducted a thorough needs assessment, with varied data sources, in consideration to determine root causes and 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 standard 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 three 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 that to ensure school improvement. The principal also presented the revised CSIP to the Advisory Council of Newport Primary. The revised CSIP is now considered the official Turn-Around Plan that was presented to the Newport Board of Education for approval 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 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 can be measured
 - Baseline data analyzed to determine measurable objectives
- Contain agreed upon student achievement targets at multiple progress monitoring checkpoints that are specific, measureable, 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 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. Describe the rigorous review process the district will use to recruit, screen, select, and evaluate any external partners with whom the district will work.

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

Respond here:

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

Funding Source (Specify Type – Federal, State, Local)	Est im at ed A m ou nt	Purpose
Instructional Coach – Federal	\$9 0,0 00 Ye ar ly	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.
(2) Reading Interventionist - Federal	\$8 0,0 00 per posi tion Ye ar ly	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)	\$4 8,0 00 (Stat e) \$6 50 0 (Fed eral)	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)	\$4 8,0 00 (Stat e) \$3 5,0 00 (Fed eral)	Provide daily intensive intervention for struggling primary students who have been identified using a universal screener with an additional focus on collaboration and co-teaching with classroom teachers

<p>ELA Core Program - General (6 year adoption total costs)</p>	<p>\$1 17, 00 0</p>	<p>Wonders - Core English Language Arts (ELA) instruction, and Intervention with focus on skills, strategies, and standards</p>
<p>Math Core Program - General (4 year adoption total costs)</p>	<p>\$6 0,0 00</p>	<p>enVisionMATH - core math program to teacher math standards with embedded intervention focused on strengthening conceptual understanding</p>
<p>Project Lead the Way - General (Total Costs of implementation, training, & materials for Launch for K-2 since Fall 2016)</p>	<p>\$4 8,0 00</p>	<p>Adopted at NPS to promote creativity, innovation, and problem solving. PLTW - Launch Program helps student to develop a design-thinking mindset.</p>
<p>Direct Instruction (DI) Coaching - Federal</p>	<p>\$4 70 0</p>	<p>DI supports teachers with in class coaching to provide support in whole group instruction, monitoring of student grouping instruction, and grouping/instructional changes to accelerate or enhance instruction.</p>
<p>Professional Learning - Federal/State (Examples: instructional strategies for student engagement, guided reading, technology, project based learning)</p>	<p>\$1 00, 00 0</p>	<p>Problems of Practices, identified by leaders at NPS, determined the school professional learning needs. Professional learning focuses on opportunities as documented in CSIP.</p>
<p>Full Day Kindergarten Teacher(s) - Local</p>	<p>\$2 50, 00 0 Ye arl y</p>	<p>provide full day instruction beyond state requirement of ½ day with a focus on closing gaps from school readiness indicators</p>
<p>Full Day Kindergarten Aides - Local</p>	<p>\$1 50, 00 0 Yea rly</p>	<p>provide full day instructional support to teachers and students beyond state requirement of ½ day with a focus on closing gaps from school readiness indicators</p>
<p>Benchmark Diagnostic Assessment - Local (MAP from NWEA)</p>	<p>\$6, 40 0 Yea rly</p>	<p>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</p>
<p>Walkthrough Instrument - Federal (eWalk, eleot)</p>	<p>\$2</p>	<p>Key to school improvement - walkthrough tools provide a snapshot of classrooms and provide an opportunity for</p>

	60 0 Yearly	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)	\$1 50, 00 0 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)	\$1 00, 00 0 Yearly	Working with EL students and their families, these positions provide supports in removing language and cultural barriers to improve student learning.
Full Day Preschool - State, Local	\$2 54, 00 0 yearly	Provide instructional support to students with a focus on preparing for Kindergarten school readiness indicators
Intervention Programs - Federal (Lexia, Reading Plus, Dreambox, ST Math)	\$15,000 Yearly	Programs used to assist with tiered instruction in Math and Reading - Reading and Math Interventionist

5. 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.

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 all tasks 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 NPS 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:
0113	Other Certified	\$31,140.00
<p>Other Certified Pay for Newport Primary School staff members for out-of-school time, professional development beyond 24 hours (state mandated). Stipends include:</p> <ul style="list-style-type: none"> ● PLC Lead Training for PLC leads - All PLC leads will receive two days of PLC Lead training focused on becoming an effective PLC leader to ensure building sustainability. <ul style="list-style-type: none"> ○ 9 teachers x 12 hours (2 days) x \$30 an hour = \$3,240 		

- Rtl at Work Training during fall break for 6 PLC leads, Principal and Assistant Principal - These individuals 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
 - 6 teachers x 15.5 hours x \$30 = \$2,790
- Writing - Teacher leader professional learning meetings after school on writing implementation. This time will be focused on developing and implementing a school-wide writing plan. The goal is to have a fully implemented writing plan building-wide by the start of the 2020-21 school year.
 - 5 teachers x 18 hours x \$30 = \$2,700
- Teacher leader professional learning on Guided Math - Teachers leaders will receive additional training on Guided Math during the 2019-20 school year. They will implement Guided Math during the 2019-20 school year and lead the building-wide implementation during the 2020-21 school year.
 - 6 teachers x 18 hours x \$30 = \$3,240
- New teacher onboarding meeting (participants and 4 presenters) - The professional learning will be focused on Kagan Strategies, Guided Reading, and our Professional Learning Community Protocol.
 - New Teachers - Teachers will be paid \$30 an hour to attend the three-day new teacher onboarding. 5 teachers x 18 hours x \$30 = \$2700
 - Teacher PLC Leads presenting on Kagan and PLC protocol at new teacher onboarding
 - Three presenters paid three hours for presenting during new teacher onboarding - 3 presenters x 3 hours x \$30= \$270
 - Three presenters paid three hours for preparation for training - 3 presenters x 3 hours x \$30= \$270
 - Guided Reading - A PLC Lead from each grade level will present on small group guided reading.
 - Three teachers will be paid 6 hours for presenting on guided reading.
 - These three teachers will be paid for three hours to compensate for their preparation for this training.
 - This is a total of 27 hours (preparation and presentation) x \$30 = \$810
 - Instructional Coach - 18 hours (preparation and presentation of new teacher onboarding) x \$30 = \$540
 - The instructional coach will be compensated for this time due to it exceeding her required contract.
- PLC - Instructional Lesson Designs with 18 classroom teachers and 3 special education teachers
 - 21 teachers x 18 hours x \$30 = \$9,720
- Teacher leaders mentor new teachers - Experienced teachers will mentor new teachers during the 2019-20 school year. Research supporting teacher mentoring is located in the narrative portion of the application above.
 - 4 Mentor teachers x 18 hours x \$30 = \$2,160
 - 5 new teachers x 18 hours x \$30 = \$2,700

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
0222	Matching Medicare	\$443.71

Benefit associated with other certified pay.

- PLC Lead Training
- Rtl at Work Training during fall break for PLC leads
- Writing - Teacher leader professional learning meetings after school focused on writing implementation

- Teacher leader professional learning on Guided Math.
- New Teacher Onboarding Meeting (participants and presenters)
- PLC Lesson Design
- Teachers leaders mentor new teachers

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
231	Matching Teacher Retirement	\$4,928.14

Benefit associated with other certified pay.

- PLC Lead Training
- Rtl at Work training during fall break for PLC leads
- Writing - Teacher leader professional learning meetings after school focused on writing implementation.
- Teacher leader professional learning on Guided Math.
- New Teacher Onboarding Meeting (participants and presenters)
- PLC Lesson Design
- Teacher leaders mentor new teachers

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	Worker's Compensation	\$119.34

Benefit associated with other certified pay.

- PLC Lead Training
- Rtl at Work Training during fall break for PLC leads
- Writing - Teacher leader professional learning meetings after school focused on writing implementation.
- Teacher leader professional learning on Guided Math.
- New Teacher Onboarding Meeting (participants and presenters)
- PLC Lesson Design
- Teacher leaders mentor new teachers

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	Professional Consultant	\$44,885.00

Data analysis will drive the employment of professional consultants to deliver targeted PD based upon the 30-60-90 day plan. Consultants will be employed to provide high-quality, job-embedded professional learning to teaching staff and school leadership focused on high-yield instructional strategies and reading/math instruction. These contracts include:

- Scholastic Guided Reading Coaching and Professional Learning
 - 12 Coaching Days at \$2299 = \$27,588
 - 2 Training Days at \$2,999 = \$5,998
- Kagan Coaching Consultant
 - 3 Coaching Days at \$3,000 = \$9,000
- Writing Implementation Consultant
 - 1 Training Day at \$2,299 = \$2,299

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
338	Registration Fees	\$8,336.40

Registration fees to include professional training for school staff and leadership.

Identified leadership trainings to include:

- RtI at Work - PLC Lead Training
 - 8 teachers x \$689 = \$5,512
- Solution Tree - PD Global
 - 12 teachers x \$89.95 = \$1,079.40
- Kagan Professional Learning
 - 5 teachers x \$349 = \$1,745

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
580	Travel	\$10,670.00

Costs associated with in- and out-of-district travel for school staff, including meal per diem, mileage and lodging:

- PLC Lead training to build capacity - RtI at Work - October 8th-10th
 - Anticipated travel expenses for 8 people in Rogers, Arkansas.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
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643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required	\$65,615.01
<p>Resources needed to support school-wide professional learning needs and initiatives being implemented during year one and two of our school turnaround plan. Resources will also provide students with essential materials to support reading instruction. Resources will include:</p> <ul style="list-style-type: none"> ● Guided Reading Short Reads - \$29,700 <ul style="list-style-type: none"> ○ These sets of fiction and nonfiction books will be utilized by all classroom teachers and the books are grouped based on F&P levels. They are short, complex text full of relevant content. The short reads will provide teachers with essential materials to effectively implement guided reading. We plan to purchase the following resources to support small group reading: <ul style="list-style-type: none"> ■ Guided Reading Short Reads Fiction Grade K (Levels A-D)- 6 sets - \$2,376 ■ Guided Reading Short Reads Fiction Grade 1 (Levels A-I) - 6 sets - \$5,346 ■ Guided Reading Short Reads Fiction Grade 2 (Levels E-N) - 6 sets - \$5,940 ■ Guided Reading Short Reads Fiction Level O - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level P - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level Q - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level R - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level S - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level T - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level U - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level V - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level W - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level X - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level Y - 1 set - \$99 ■ Guided Reading Short Reads Fiction Level Z - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Grade K (Levels A-D)- 6 sets - \$2,376 ■ Guided Reading Short Reads Nonfiction Grade 1 (Levels A-I) - 6 sets - \$5,346 ■ Guided Reading Short Reads Nonfiction Grade 2 (Levels E-N) - 6 sets - \$5,940 ■ Guided Reading Short Reads Nonfiction Level O - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level P - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level Q - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level R - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level S - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level T - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level U - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level V - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level W - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level X - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level Y - 1 set - \$99 ■ Guided Reading Short Reads Nonfiction Level Z - 1 set - \$99 ● Direct Instruction Materials - \$9,936 <ul style="list-style-type: none"> ○ Newport Primary implements Reading Mastery-Direct Instruction as a tiered intervention for 30 minutes a day. This intervention focuses on phonemic awareness, phonics, word analysis, fluency, vocabulary, and comprehension. These student materials provide skill and comprehension activities and shape students’ ability to work independently. 		

- We plan to purchase the following materials:
 - Kindergarten
 - Student Workbook A - 150 (\$2,070)
 - Student Workbook B - 150 (\$2,070)
 - Student Workbook C - 150 (\$2,070)
 - First Grade
 - Student Workbook A - 115 (\$1,587)
 - Student Workbook B - 80 (\$1,104)
 - Student Workbook C - 75 (\$1,035)
- New Teacher Onboarding Resources - \$3,388.01
 - We plan to purchase the following resources to support new teachers:
 - *Jan Richardson Next Steps in Guided Reading* (EBP - Guided Reading)
 - Kagan Cooperative Learning Supplementary Books (EBP - Kagan)
 - The Classroom Management Book - Harry Wong (EBP - Teacher Mentorship)
 - The Effective Teacher - Complete Video Series - (EBP - Teacher Mentorship)
 - Best Practices at Tier I (Daily Differentiation for Effective Instruction) - (EBP - PLC's)
 - Frequently Asked Questions About Professional Learning Communities at Work - (EBP - PLC's)
 - Classroom Instruction that Works (Marzano, Pickering, Pollock) - (EBP - PLC's)

Resources to utilized during small group guided reading and small group guided math.

- Guided Reading (EBP) - \$2,500
 - This fund will used to purchase the following:
 - Table top easel
 - Dry erase boards
 - Alphabet charts
 - Magnetic letters
 - Lined writing paper
 - Word building tiles
- Guided Math (EBP) - \$2,500
 - Teacher piloting. Materials to support small group guided math. These materials include:
 - Rek and reks – classroom sets
 - Bead strings
 - Hundred number boards
 - Number lines
 - Magnetic ten frames
 - Demonstration clocks
 - Student clocks
 - Money manipulative
 - Shape manipulatives
- New Teacher Onboarding - \$3,500
 - Resources to support guided reading, Kagan, and professional learning communities (effective instructional lesson design). Instructional materials to support new teachers:
 - Magnetic letter tiles
 - Table top easel
 - Rek and reks
 - Hundreds charts
 - Demonstration clocks

- Students clocks
 - Kagan mats and timers
- Writing Implementation - \$2700
 - Linda Hoyt Conventions and Crafts - Building Writing
 - We plan to purchase a kit for each teacher in grades K-2. The kits are \$150 each and we have 18 classroom teachers. This is a total of \$2,700.
 - These materials will support the implementation of writing in grades K-2.
- Scholastic will complete a comprehensive needs assessment of our book room. In doing so, we will receive a needs assessment from Scholastic identifying additional fiction and nonfiction texts that are needed for our book room to support small group reading. The additional texts purchased will be varied based on: text complexity, subject/content, and grade levels. The needs assessment will be completed at no cost.
 - \$11,391 will be used to purchase additional text for the book room to support the implementation of small group guided reading.

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
644	Textbooks and Other Instructional Materials	
TOTAL GRANT FUNDS REQUESTED:		\$166,201.60

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
110		
111		
112		

113	Other Certified Pay	\$31,140.00
120		
130		
131		
140		
150		
160		
170		
190		
210		
211		
212		
213		
214		
215		
216		
219		
220		
221		
222	Medicare	\$443.71
232		
231	Matching Teacher Retirement	\$4,928.14
240		
250		
251		
253		

260	Workmen's Compensation	\$119.34
270		
291		
292		
293		
294		
295		
296		
297		
321		
322		
335	Professional Consultant	\$44,885.00
338	Registration Fees	\$8,336.40
339		
432		
433		
436		
441		
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457		
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511		
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525		
526		
531		
541		
542		
552		
553		
580	Travel	\$10,670.00
581		
585		
586		
591		
592		
610		
626		
627		
629		
641		

642		
643	Supplementary Books, Study Guides, and Curriculum	\$65,615.01
644		
645		
646		
647		
649		
650		
669		
734		
735		
739		
810		
894		
Total Amount Requested for Year 1:		\$166,137.60

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	\$21,690.00
<p>Other Certified Pay for Newport Primary School staff members for out-of-school time, professional development beyond 24 hours (state mandated). Stipends include:</p> <ul style="list-style-type: none"> ● PLC Lead Training for PLC leads - All PLC leads will receive one day of PLC Lead training focused on becoming an effective PLC leader to ensure building sustainability. <ul style="list-style-type: none"> ○ 9 teachers x 6 hours x \$30 = \$1,620 ● Math teacher leaders present on implementation of Guided Math <ul style="list-style-type: none"> ○ 6 teachers x 3 hours x \$30 = \$450 ● Writing teachers leaders present on the Newport Primary School Writing Plan <ul style="list-style-type: none"> ○ 6 teachers x 3 hours x \$30 = \$450 ● New teacher onboarding training - New teacher onboarding meeting (participants and 4 presenters) - The professional learning will be focused on Kagan Strategies, Guided Reading, and our Professional Learning Community Protocol. <ul style="list-style-type: none"> ○ New Teachers - 5 teachers x 18 hours x \$30 = \$2700 ○ Presenters - 3 presenters x 6 hours x \$30 = \$540 ○ Guided Reading - 27 hours (preparation and presentation) x \$30 = \$810 ○ Instructional Coach - 18 hours (preparation and presentation of new teacher onboarding) x \$30 = \$540 ● PLC - Instructional Lesson Designs with 18 classroom teachers and 3 special education teachers <ul style="list-style-type: none"> ○ 21 teachers x 18 hours x \$30 = \$9,720 ● Teacher leaders mentor new teachers <ul style="list-style-type: none"> ○ 4 Mentor teachers x 18 hours x \$30 = \$2,160 ○ 5 new teachers x 18 hours x \$30 = \$2,700 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
222	Matching Medicare	\$314.52
<p>Benefit associated with other certified pay.</p> <ul style="list-style-type: none"> ● PLC lead training ● Math teacher leaders present on Guided Math ● Writing teachers leaders present on writing ● New teacher onboarding training ● Instructional lesson designs ● Teacher leaders mentor new teachers 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:

231	Matching Teacher Retirement	\$3,493.17
<p>Benefit associated with other certified pay.</p> <ul style="list-style-type: none"> ● PLC lead training ● Math teacher leaders present on Guided Math ● Writing teacher leaders present on writing ● New teacher onboarding training ● Instructional lesson designs ● Teacher leaders mentor new teachers 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
260	Worker's Compensation	\$84.60
<p>Benefit associated with other certified pay.</p> <ul style="list-style-type: none"> ● PLC lead training ● Math teacher leaders present on Guided Math ● Writing teachers leaders present on writing ● New teacher onboarding training ● Instructional lesson designs ● Teacher leaders mentor new teachers 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
335	Professional Consultant	\$36,588.00
<p>Data analysis will drive the employment of professional consultants to deliver targeted PD based upon the 30-60-90 day plan. Consultants will be employed to provide high-quality, job-embedded professional learning to teaching staff and school leadership focused on high-yield instructional strategies and reading/math instruction. These contracts include:</p> <ul style="list-style-type: none"> ● Scholastic Guided Reading Coaching <ul style="list-style-type: none"> ○ 12 Coaching Days at \$2,299 = \$27,588 ● Kagan <ul style="list-style-type: none"> ○ 3 Coaching Days at \$3,000 = \$9,000 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:

338	Registration Fees	\$2,824.40
<p>Registration fees to include professional training for school staff and leadership.</p> <p>Identified leadership trainings to include:</p> <ul style="list-style-type: none"> ● Solution Tree - PD Global <ul style="list-style-type: none"> ○ 12 teachers at \$89.95 = \$1,079.40 ● Kagan Professional Learning <ul style="list-style-type: none"> ○ 5 teachers at \$349.00 = \$1,745 		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
643	Supplemental Books, Study Guides and Curriculum, Textbook & Other Instructional Materials Data Required	\$18,739.71
<p>To provide teachers with resources to support school-wide professional learning needs and initiatives being implemented during year one and two of our school turnaround plan. Resources will also provide teachers with essential materials to support reading instruction. Resources will include:</p> <ul style="list-style-type: none"> ● Direct Instruction Materials - \$9,936 <ul style="list-style-type: none"> ○ Newport Primary implements Reading Mastery-Direct Instruction as a tiered intervention for 30 minutes a day. This intervention focuses on phonemic awareness, phonics, word analysis, fluency, vocabulary, and comprehension. These student materials provide skill and comprehension activities and shape students’ ability to work independently. ○ We plan to purchase the following materials: <ul style="list-style-type: none"> ■ Kindergarten <ul style="list-style-type: none"> ● Student Workbook A - 150 (\$2,070) ● Student Workbook B - 150 (\$2,070) ● Student Workbook C - 150 (\$2,070) ■ First Grade <ul style="list-style-type: none"> ● Student Workbook A - 115 (\$1,587) ● Student Workbook B - 80 (\$1,104) ● Student Workbook C - 75 (\$1,035) ● New teacher onboarding resources - \$1,636.90 <ul style="list-style-type: none"> ○ The Classroom Management Book - Harry Wong (EBP - Teacher Mentorship) ○ Best Practices at Tier I (Daily Differentiation for Effective Instruction) - (EBP - PLC’s) ○ Frequently Asked Questions About Professional Learning Communities at Work - (EBP - PLC’s) ○ Classroom Instruction that Works (Marzano, Pickering, Pollock) - (EBP - PLC’s) ● Resources for small group guided math - \$4,200.00 <ul style="list-style-type: none"> ● Rek and reks – classroom sets ● Bead strings ● Hundred number boards ● Number lines ● Magnetic ten frames 		

- Demonstration clocks
- Student clocks
- Money manipulative
- Shape manipulatives

Resources for New Teacher Onboarding - \$2,966.81

- Resources to support guided reading, Kagan, and professional learning communities (effective instructional lesson design). Instructional materials to support new teachers:
 - Magnetic letter tiles
 - Table top easel
 - Rek and reks
 - Hundreds charts
 - Demonstration clocks
 - Students clocks
 - Kagan mats and timers

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
644	Textbooks and Other Instructional Materials	
	○	
TOTAL GRANT FUNDS REQUESTED:		\$83,798.40

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
110		
111		

112		
113	Other Certified Pay	\$21,690.00
120		
130		
131		
140		
150		
160		
170		
190		
210		
211		
212		
213		
214		
215		
216		
219		
220		
221		
222	Medicare	\$314.52
232		
231	Matching Teacher Retirement	\$3,493.17
240		
250		
251		

253		
260	Workmen's Compensation	\$84.60
270		
291		
292		
293		
294		
295		
296		
297		
321		
322		
335	Professional Consultant	\$36,588.00
338	Registration Fees	\$2,824.40
339		
432		
433		
436		
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444		
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450		
452		
453		
455		

456		
457		
459		
511		
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531		
541		
542		
552		
553		
580		
581		
585		
586		
591		
592		
610		
626		
627		
629		

641		
642		
643	Supplementary Books, Study Guides, and Curriculum	\$18,739.71
644		
645		
646		
647		
649		
650		
669		
734		
735		
739		
810		
894		
Total Amount Requested for Year 2:		\$83,734.40

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