NEWPORT INDEPENDENT SCHOOLS
2019 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)

1: Proficiency Goal

Goal 1: By 2022, Newport Independent School District will increase their reading and mathematics K-PREP/ACT proficiency score for all students; **Reading:** 70% for elementary, 70% for middle, and 70% for high school and in **Mathematics**: 70% for elementary, 70% for middle, and 70% for high school.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)*		Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*	Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
OBJECTIVE	**STRATEGY**	**ACTIVITIES TO DEPLOY STRATEGY**	**MEASURE OF SUCCESS**	**PROGRESS MONITORING DATE & NOTES**	**FUNDING**
Objective 1 By May 2019, the reading and mathematics K-PREP/ACT scores for all students will be: ● **Reading** 36% for elementary school, 42.7% for middle school, and 45.4% for high school ● **Mathematics** will be 45.2% for elementary school, 41.6% for middle school, and 42% for high school *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)* *Improvement Priority #2* *Develop systemic strategies to ensure a successful learning culture in Comprehensive Support & Improvement (CSI) schools. Work with building level staff to align the curriculum to standards & focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)*	Design & Deploy Standards	Curriculum Alignment & Revision of Essential Standards ● District leadership will support schools with understanding the intent of standards to ensure alignment with curriculum, instruction, and assessments through PLC work and implementation of the district Lesson Design Form **(IP2)** ● Revising the identified Essential Standards at each grade level and content area and analyzing mastery of identified Essential Standards to determine effectiveness of implementation based on student achievement and instruction **(IP1)**	● Completed Lesson Design Forms from PLC work ● Revised Essential Standards lists ● Data tracking of formative assessments using GradeCam or other instruments ● Data analysis of Essential Standards to determine root cause and next steps to ensure 100% mastery	● 100% of all staff have utilized the Lesson Design Forms to complete and implemented in classrooms, Spring Semester 2019 ● May 30th PLC Day focused on understanding the new standards in mathematics, reading/writing, science ● District and building leaders are in the process of designing a district-wide professional learning day to revise Essential Standards	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		High Yield Instructional Strategies ● District leadership will ensure teachers participate & implement ongoing professional learning in the areas of best practices & high yield instructional strategies to help students reach mastery & increase student engagement **(IP2)**	● Walkthrough data will show that teachers are implementing strategies and students are actively engaged in the learning *(Accomplished Rating will be at least 80% or higher for each building in Domain 3B and 3C)* ● PLC Lesson Designs will include the high yield instructional strategies that will be implemented in every daily lesson	● 100% of teachers in each school has participated in Metacognition Training during the Spring 2019, led by Linda Rains ● 100% teachers have included high yield instructional strategies in the Lesson Design Form to utilize in the classroom ● Beginning September 2019, district and building administrators will be conducting and analyzing walkthroughs	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds

Objective 1 (continued) By May 2019, the reading and mathematics K-PREP/ACT scores for all students will be: ● **Reading** 36% for elementary school, 42.7% for middle school, and 45.4% for high school ● **Mathematics** will be 45.2% for elementary school, 41.6% for middle school, and 42% for high school *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)* *Improvement Priority #2* *Develop systemic strategies to ensure a successful learning culture in Comprehensive Support & Improvement (CSI) schools. Work with building level staff to align the curriculum to standards & focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)*	Design & Deliver Instruction	21ˢᵗ Century Skills ● District leadership will ensure teachers participate & implement ongoing professional learning to provide teachers with knowledge to choose engaging instructional strategies and to plan effective learning opportunities for students to develop 21ˢᵗ Century skills, creativity, innovation, & collaborative problem solving skills through areas such as STEM, KAGAN, PBL, and PLTW **(IP2)**	● Walkthrough data ● Student projects/products ● Completed Lesson Design Forms from PLC Work ● Feedback from professional consultants, including PBL & KAGAN	● NPS, NIS & NHS Staff (teachers and administrators) will be participating in 21st Century Professional Learning opportunities before and during the 2019-2020 school year that include: ● Kagan (before and during) ● PBL (July 2019) ● PLTW (June & July 2019) ● Google I for new staff (October 2019) ● K-6th Grade Guided Reading Training (before and during)	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
	Design, Align, Deliver Support Processes	30-60-90 Day Plans ● District leadership will ensure that schools monitor and use data analysis of their 30-60-90 day plans to determine system effectiveness and implementation next steps **(IP1)**	● School 30-60-90 plans include 30 day increment reflections and measurement data to support effectiveness of implementation of the identified 30 days ● School administration weekly team meetings will be focusing on analyzing identified sections of the plan to determine next steps of implementation	● 100% of school administrators have reflected and provided data to support the implementation of the 30-60-90 day initiatives for the 30-90 days; starting the 120 day reflections (June 1 - Sept. 13) ● District and building administrators have meet frequently to review and revise the 30-60-90 day plans to ensure congruence with the audit results ● In August 2019, school administrators will continue weekly team meetings with a focus on analyzing identified sections of the plan; District Curriculum staff will attend these meetings on a frequent basis	
	Design, Align, Deliver Support Processes	Teacher Leadership ● District leadership will develop a "Grow Your Own Leaders" by planning & implementing teacher leadership opportunities to develop their skills & increase their effectiveness as leaders	● 5% of teachers participating in the Leadership Program the first year, with at least an increase in the percentage of teachers participating to 7.5% for the next year ● 10% of teachers continuing Rank II or Rank I in Leadership during/after the Teacher Leadership Program ● PGPs	● In the Fall 2019, district and building administrators will identify teaches to participate in the Leadership Program	General Funds

Objective 1 (continued) By May 2019, the reading and mathematics K-PREP/ACT scores for all students will be: **Reading** 36% for elementary school, 42.7% for middle school, and 45.4% for high school **Mathematics** will be 45.2% for elementary school, 41.6% for middle school, and 42% for high school *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)* *Improvement Priority #2* *Develop systemic strategies to ensure a successful learning culture in Comprehensive Support & Improvement (CSI) schools. Work with building level staff to align the curriculum to standards & focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)*	Review, Analyze, & Apply Data	PLC Refinement District leadership will ensure schools implement the refined PLC Protocol by monitoring and analyzing the implementation of the cyclic PDSA process that includes standard deconstruction, designing/analyzing assessments, resource sharing, & collaborative planning to meet the needs of students **(IP1)**	100% of the building PLC Teams complete the PDSA cycle - Completion of Lesson Design Forms - District PLC meeting monitoring feedback	100% of PLCs are utilizing the PLC Protocol and the PDSA process 100% of PLCs are completing the Lesson Design Forms to guide instruction and assessment in the core - District leaders have modeled the PDSA in PLC's for teachers/administrators - District and building leaders have co-lead PLCs Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		Walkthroughs District leadership will ensure that school/district walkthroughs are analyzed to determine trends, growth, professional learning needs, & monitor improvement initiatives **(IP1, IP2)**	- Walkthrough longitudinal data will indicate instructional changes in the identified improvement initiatives - Next step plans from walkthrough analysis meetings	- Beginning in August 2019, district and building administrators will continue conducting walkthroughs to obtain data to use to identify building/individual staff strengths and growth areas and determine next steps to improve instruction - During District Retreat, building administrators will collaborate with the district to develop a walkthrough schedule - Develop and implement a walkthrough instrument to focus on the Class Structure Non-Negotiables Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds

2: Gap Goal

Goal 2: By 2022, Newport Independent School District will increase the number of students scoring proficient for subgroups: **African American**: **Reading:** 70% for elementary, 70% for middle, and 70% for high school and in **Mathematics**: 70% for elementary, 70% for middle, and 70% for high school and **Disability: Reading:** 70% for elementary and 70% for middle school, and 70% and in **Mathematics**: 70% for elementary and 70% for middle school.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)*		Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*	Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
OBJECTIVE	**STRATEGY**	**ACTIVITIES TO DEPLOY STRATEGY**	**MEASURE OF SUCCESS**	**PROGRESS MONITORING DATE & NOTES**	**FUNDING**
Objective 1 By 2019, Newport Independent Schools will increase the number of students scoring proficient: **African American Students**: • **Reading**: 37.1% elementary, 35% for middle school, and 40% for high school • **Mathematics:** 37.1% elementary, 35% for middle school, and 40% for high school **Disability Students**: • **Reading**: 35% elementary and 25% for middle school • **Mathematics:** 31.8% elementary and 20% for middle school as compared to all students scoring proficient as indicated on the K-PREP/ACT assessment. *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)*	Design, Align, Deliver Support Services	Refinement of Tier I & II RtI Processes • District leadership will collaborate with building administrators to create, implement and monitor an RtI systematic process for Tier I & II instruction while also monitoring student success with each level of intervention **(IP1)**	• Decrease in the number of students scoring Novice and Apprentice levels • An explicit written plan that includes the usage of student data, instructional plans and resources that embeds the decision rules of tiered instruction	• District and building administrators are in the process of developing a system to track student achievement, RtI instruction and growth towards mastery of identified essential standards	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		GAP Student Instructional Processes • District leadership will ensure that schools create and monitor a systematic process to plan and implement targeted instructional strategies for identified gap students to close achievement gaps **(IP1)**	• Analysis of GAP student progress from school admin data meetings with district leaders • Data is maintained, analyzed, and appropriately applied to increase student achievement	• District and building administrators are in the process of developing a system to identify and tract gap student achievement along with specified services, such as ESS, RtI, 21st Century, etc.	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds

3: Graduation Rate Goal

Goal 3: Newport Independent School District will increase the 4-year cohort graduation rate to 97% by 2022.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)*		Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*	Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	**STRATEGY**	**ACTIVITIES TO DEPLOY STRATEGY**	**MEASURE OF SUCCESS**	**PROGRESS MONITORING DATE & NOTES**	**FUNDING**
Objective 1 By May 2019, the 4-year cohort graduation rate will be 96%.	Design, Align, Deliver Support Processes	Persistence to Graduation Tool • District leadership will ensure schools utilize the Persistence to Graduation Tool with the Early Warning Report to assist in identifying & providing services for students at risk for remediation, failure, and graduation	• School schedules • Documentation from student meetings with Counselors • Documentation from School Admin Meetings	• School schedules have been revised to remove barriers for students who are identified using PtG Tool. • SIT Team referrals have been made to address students needs as identified in the report. • A protocol for providing extended services will be developed and used district wide to increase student achievement.	
	Establishing Learning Culture & Environment	Attendance Plans • District leadership will ensure schools develop, implement, & monitor their attendance plans	• Site visits • Attendance data	• District and building leaders will develop defined systems to monitor attendance. • Leadership will follow protocols to ensure referrals are made to school SIT teams to address student needs.	
		Alignment of Student Services • District leadership will ensure that all available resources are deployed to assist students in need (FRYSC, DPP, 21st Century, McKinney-Vento, community services, etc.) & execution of resources will be monitored for impact on removing barriers for students in their learning	• DPP meeting agendas & sign-in sheets • School SIT team meetings • Decrease in drop-out rate • Increase in attendance & transition readiness	• School SIT team meetings have been developed at each school. Meetings are held each month to address student barriers. These teams use the PtG Tool along with other data to determine what needs may need to be addressed for specific students to be successful.	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* McKinney-Vento 21st Century Flexible Focus

4: Growth Goal

Goal 4: By 2022, Newport Independent School District will increase their reading and mathematics K-PREP proficiency score for all 4th-8th grade students; **Reading:** 70% for elementary, 70% for middle school and in **Mathematics**: 70% for elementary, and 70% for middle school.

| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)* | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* | Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 By May 2019, the Reading and Mathematics K-PREP scores for all students will be: ● **Reading** 36% for elementary school and 41% for middle school ● **Mathematics** will be 45.2% for elementary school and 46.5% for middle school *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)*	Design & Deliver Assessment Literacy	Balanced Assessment Literacy ● District leadership will ensure schools create and monitor a balanced assessment system that includes common formative assessments, common formative assessment check points, interim data, and summative unit assessments to inform curricular and instructional adjustments **(IP1)** ● Principals will present their assessment system to the Curriculum Department & Superintendent at their data meetings with next steps embedded within their 30-60-90 Day Plan **(IP1)**	● Using the PLC Protocol, teachers will create all assessments congruent to the standards ● Teachers will utilize the Lesson Design Form to indicate the assessments used to inform curricular and instructional adjustments	● 100% of building administrators collaborate with PLCs to formulate and analyze common daily formative assessments, check points and summative unit assessments as part of the PDSA ● During District Retreat, district and building administrators will be finalizing each school's building assessment system to implement in the 2019-2020 school year	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)*
		Quality Assessments ● District leadership will ensure schools receive professional learning, resources, and support to develop, evaluate, & monitor the validity of assessments through PLC work **(IP1)**	● Professional learning reflections to determine next steps for professional growth ● Building administrators and teacher analysis of assessments in PLC to ensure congruency to standards	● Through PLC's, 100% of all staff have focused on analyzing and revising assessments to ensure alignment and congruence to the standards and learning targets	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)*
	Review, Analyze, & Apply Data	Student Data Tracking & Goal Setting ● District leadership will ensure schools develop & implement processes that allow students to understand where they are going, where they currently are, and how they can close the gap **(IP1)**	● Building administrators and teachers create student data tracking expectations ● Students use the data tracking sheet to inform instructional needs ● Building administrators/teachers lead student conferences	● During District Retreat, district and building administrators will be finalizing each school's student data tracking & goal setting system to implement in the 2019-2020 school year	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)*
		Assessment Analysis System ● District leadership will ensure schools develop & implement an assessment analysis system that teachers utilize to gather evidence for making instructional decisions that directly improve the student learning & inform teacher effectiveness **(IP1)**	● Teacher data tracking sheets are discussed during PLC/data meetings to address curricular and student mastery ● District data meetings with school admin teams	● District leaders held data meetings with each school to review and analyze the progress of student achievement and next steps ● District and building leaders are in the process of developing a revised assessment analysis system	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)*

5: Transition Readiness Goal

Goal 5: Newport Independent School District will increase the percentage of students who are transition ready to 100% by 2022.					
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)*		Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*		Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	**STRATEGY**	**ACTIVITIES TO DEPLOY STRATEGY**	**MEASURE OF SUCCESS**	**PROGRESS MONITORING DATE & NOTES**	**FUNDING**
Objective 1 By May 2019, the percentage of students who are transition ready will be 72%. *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)*	Establishing Learning Culture & Environment	Positive School Culture ● District leadership will ensure that schools operate within the district expectations of cultural responsiveness, hold students to high expectations for appreciating and accepting diversity, and promote student leadership opportunities within each school	● Growth mindset/poverty/school culture initiatives ● Assembly agendas ● School culture committee & student group meeting agendas & sign-in sheets	● Poverty Simulation will be conducted in August 2019 for newly hired staff, classified and certified, in the last 2 years	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		Career Awareness ● District leadership will provide resources to ensure students are provided with opportunities to experience career exploration, a variety of CTE pathways, & targeted conferencing for ILP Planning	● School schedules ● Career exploration curriculum ● Documentation from student meetings with Counselors ● Teacher goal setting & conferencing expectations	● School schedule has been revised to include career exploration opportunities before grades 9-12. ● Systems will be developed with key stakeholders to ensure students goal set, meet with school leadership, and monitor goal progress throughout the year.	General Funds
	Design, Align, Deliver Support Processes	Transition Ready Interventions ● District leadership will ensure Newport High School develops, implements, & monitors an intervention system for both academic and career to increase student achievement & meet each student's needs **(IP1)**	● School schedules ● Documentation from student meetings with Counselors	● School schedule has been revised to focus on a fluid Tiered Intervention structure. Work throughout summer has been centered around ensure the master schedule meets the needs of students. ● Current system will be revised to focus on fluid intervention structures with appropriate teacher collaboration to meet student needs.	Flexible Focus General Funds
		Promoting Positive Relationships ● District leadership will ensure that schools plan & implement activities (beyond Move-Up Day, Home Visit Day, & Open Houses) that promote positive relationships with all students	● Documentation from student & staff activities ● Activity reflections from students & staff	● PBIS training (before and during school) and implementation will begin in August 2019 at NIS ● Continuation of the Wildcat Way at NPS, with revisions for improvement and enhancements to the program for the 2019-20 school year ● Continuation of district intatitive for teachers to eat lunch with students	General Funds

6: Separate Academic

Goal 6: By 2022, Newport Independent School District will increase their Separate Academic K-PREP proficiency score for all students; **Writing:** 70% for elementary, 70% for middle, and 70% for high school; **Social Studies**: 70% for elementary, 70% for middle, and 70% for high school and in **Science**: 70% for elementary, 70% for middle, and 70% for high school.

	Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*		Identify the **Timeline** for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	**STRATEGY**	**ACTIVITIES TO DEPLOY STRATEGY**	**MEASURE OF SUCCESS**	**PROGRESS MONITORING DATE & NOTES**	**FUNDING**
Objective 1 By May 2019, the Separate Academic K-PREP scores for all students will be: ● **Writing:** 20% for elementary school, 37.6% for middle school, and 44% for high school ● **Social Studies:** 32.3% for elementary school and 43% for middle school ● **Science:** 22.3% for elementary school, 18.7% for middle school, and 33% for high school *Improvement Priority #1* *Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)* *Improvement Priority #2* *Develop systemic strategies to ensure a successful learning culture in Comprehensive Support & Improvement (CSI) schools. Work with building level staff to align the curriculum to standards & focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)*	Design and Deliver Instruction	Writing Plan ● District leadership will lead and collaborate with school teams to ensure there is a valid writing plan at each school level that aligns with new policies and potential procedures **(IP1)**	● Each school will have a valid writing plan that ensures quality, writing practices. ● Writing to learn, demonstrate learning and writing to publish student writing is evidenced in classroom instructional practices. ● All assessments that required student writing will increase in student proficiency.	● KDE Continuous Improvement Coaches are collaborating with building administrators to develop a Writing Plan to include quality writing practices and assessments	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		Intentional Writing ● District Leadership will ensue through training and monitoring that writing opportunities for students in all content areas will be intentionally planned with appropriate feedback in order to increase higher order thinking and demonstrate in-depth understanding of content area **(IP1, IP2)**	● Students will be provided high quality writing opportunities in all classrooms. ● Student work analysis in each school	● KDE Continuous Improvement Coaches are collaborating with building administrators to develop a Writing Plan to include quality writing practices and assessments	Title I Funds *(Title II and Title IV are rolled over to Title I Funds)* General Funds
		Class Structure Non-Negotiables ● District's Class Structure Non-Negotiables will be monitored in collaboration with school level PLCs to ensure three part instruction is thoroughly planned to effectively support student learning in all content areas **(IP1, IP2)**	● Standards based instruction that demonstrates congruency of CIA ● Completed Lesson Design Forms from PLC work ● Walkthrough data ● Feedback from professional consultants, including Scholastic	● 100% of teachers are utilizing the Lesson Design Form to ensure that the Class Structure Non-Negotiables are included in the PLC Protocol of PDSA, Plan and Do Phases	General Funds