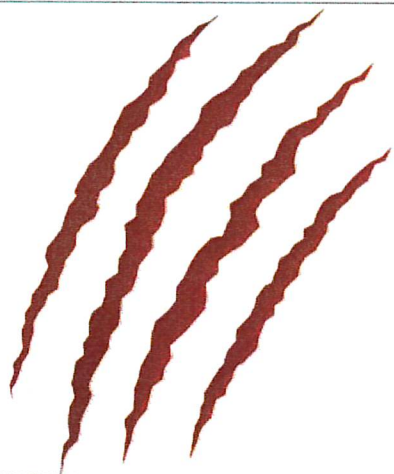


NEWPORT
INDEPENDENT
SCHOOLS

MOVING FORWARD TOGETHER ►►►



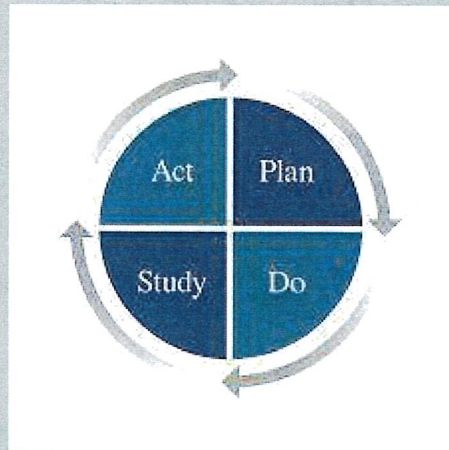
Newport Primary School

February 8 – Board Work Session

2023 CSIP + Our Work



Comprehensive School Improvement Plan



2023 CSIP Objectives



2023 CSIP Goals ACADEMIC OBJECTIVES

Reading

- At least **48%** of students will score proficient or distinguished on MAP in spring of 2023.

Math

- At least **50%** of students will score proficient or distinguished on MAP in spring of 2023.

Writing

- At least **44%** of second-grade students will score proficient or distinguished on the spring Wonders writing assessment.

2023 CSIP



2023 CSIP Goals AT NPS, WE WILL...

Use Effective Learning Targets and Success Criteria

- Send home parent letters at the beginning of each instructional unit to overview what the students will be learning.
- The daily reading and math learning target...
 - should be congruent to the standard and lesson.
 - will be posted in the classroom daily and include the standard.
 - will be communicated with students at the beginning, middle, and end of each lesson.
 - will be formatively assessed through independent student work.

Use Effective Co- Teaching

- The most appropriate co-teaching model based on student need and class content will be used.

Implement Curriculum with 100% Fidelity

- Wonders (Reading and Writing)
- Math in Focus
- iReady

Track iReady Data

- Every student will pass 2 or more lessons in Reading and Math each week.
- Students will track lessons passed.
- Monthly celebrations for reading and math goals met.

Efficiently Use PLCs

- Analyze assessments and data as a team.
- Use assessment data to drive Tier 2 intervention.

Nurture, Prepare, and Support our Students!

2023 CSIP



Learning targets and success criteria

- Students know what they are learning and how they know they've learned it.

Increase parent communication about what students are learning

Use effective co-teaching models

Implement all curriculum with fidelity

Students track (own) their i-Ready data

PLC's analyze and respond to student data

Professional Learning Communities



Tier I Data Analysis and Next Steps

[Tier 2 Reteach](#)

Kindergarten Wonders - Unit 4 Summative Assessment

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Grade Average
Content Focus	Topic and Details	Details: Time Order	Main Story Elements: Character	Main Story Elements: Character	Main Story Elements: Setting	Phoneme Isolation	Phoneme Isolation	Phoneme Blending	Phoneme Categorization	Sentence Segmentation	Initial o	Initial d	Medial o	Medial o	Final d	High-Frequency Words	High-Frequency Words	High-Frequency Words	Category Words: Sequence	Category Words: Position	
Kentucky Standard	RI.K.2	RI.K.1	RI.K.3	RI.K.3	RI.K.3	RF.K.2a	RF.K.2a	RF.K.2b	RF.K.2b	RF.K.2b	RF.K.3a	RF.K.3a	RF.K.3b	RF.K.3b	RF.K.3a	RF.K.3c	RF.K.3c	RF.K.3c	L.K.5	L.K.5	
Points Possible	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20.00
Score	0.75	0.98	0.73	0.87	0.91	0.83	0.83	0.91	0.69	0.80	0.91	0.85	0.78	0.81	0.80	0.94	0.96	0.93	0.45	0.93	
Percentage	75%	98%	73%	87%	91%	83%	83%	91%	69%	80%	91%	85%	78%	81%	80%	94%	96%	93%	45%	93%	83%
Teacher	Student	Percentage																			Class Average
	Student 1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	85.00%
	Student 2	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	90.00%
	Student 3	0	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	65.00%
	Student 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	95.00%
	Student 5	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	75.00%
	Student 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100.00%
	Student 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100.00%
	Student 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	95.00%
	Student 9	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	70.00%

Comprehension	Phonological/Phonemic Awareness	Phonics	High-Frequency Words	Category Words
5	5	5	3	2
85%	81%	83%	94%	89%
80%	100%	80%	100%	50%
80%	100%	100%	100%	50%
40%	60%	80%	100%	50%
100%	100%	100%	100%	50%
100%	60%	80%	100%	0%
100%	100%	100%	100%	100%
100%	100%	100%	100%	100%
100%	100%	100%	100%	50%
80%	80%	60%	100%	50%

Professional Learning Communities



Tier II Interventions

(Math) - Unit 4 Tier 2

	12/2/22	12/5/22	12/12/22	12/15/22	1/9/23	1/17/23	1/18/23	1/19/23
	Unit 4 Assessment (K.CC.6)	Fewer	Greater	Compare, circle greater	Compare, circle fewer	Fewer	Greater	Reassess
Student 1	60%	1/3	2/3	1/2	1/2	2/3	2/2	yes
Student 2	40%	1/3	1/3	1/2	1/2	A	1/2	no
Student 3	70%	3/3	3/3	2/2	2/2	3/3	2/2	yes

Professional Learning Communities



Tier III Intervention

First Grade Math Intervention: 10:30-11:00				
2	Whole Group: Focus on Tools for Instruction for Group 2	9/19/22	9/26/22	10/3/22
3	Hale/Weaver (Bochner)	1. Identify More and Less 2. Compare Within Ten 3. Making a set up to 10 objects	Understand Teen Numbers, Count Teen Numbers	Counting backwards 10-0, Count by 10s, Add within 10, Subtract Within 10
4	Pawlaczky/Goldhahn (Hayden)	Making a set up to 10 objects, Count Teen Numbers	Counting backwards 10-0, Count by 10s, Add within 10, Subtract Within 10	Addition and Subtraction Word Problems
5	Rice/Powell (Deaton)	Making a set up to 10 objects	Understand Teen numbers	Find Missing Addends for Sums of Ten addition and subtraction word problems find missing addends for sums of ten
6	Schneider/McGrorty (Hambrick)	Making a set up to 10 objects	Understand Teen Numbers	One More, One Less
7	Ryder/Porter	Make a set up to 10 objects	understanding teen numbers	On more one less find missing addend
First Grade Reading Intervention: 11:00-11:30				
9	Whole Group: Focus on Tools for Instruction for Group 1	9/19/22	9/26/22	10/3/22
10	Hale/Weaver (Hofstetter)	Identify initial phonemes, identify medial phonemes, identify final phonemes	Long vowel words with Final e,	Words with Final Digraph ck or Double Consonants
11	Pawlaczky/Goldhahn (Arenales Gonzalez)	Identify initial phonemes, identify medial phonemes, identify final phonemes	Long vowel words with Final e, Identify Final Phoneme	Words with Final Digraph ck or Double Consonants
12	Rice/Powell (Whitfield)	Identify initial phonemes, identify medial phonemes, identify final phonemes	Segment words into phonemes	Substitute phonemes identify medial sounds
13	Schneider/McGrorty (Mullins)	Identify initial phonemes	Identify medial phonemes, identify final phonemes	recognize rhyme

Team Teaching



Two professionals assigned to each classroom Kindergarten through 2nd grade.

- Two certified teachers in each room –or–
- A certified teacher and an instructional assistant.

“The Why” behind our model

- Responsive RTI System
 - Students receive timely support and intervention they need.
- Collective Teacher Efficacy
 - Collective belief of teachers/educators to positively impact students.
- Teachers routinely collaborate and learn from one another.

Student Data Tracking



I-Ready Data Tracking

Name: _____

Week of: Jan 30 - Feb 6



Click the My Progress icon on your i-Ready dashboard.



Color or write in the information that appears on your i-Ready dashboard.

Mathematics

Monday	Tuesday	Wednesday	Thursday	Friday	What is one thing you learned this week?
Time-on-Task 33	Time-on-Task NTI	Time-on-Task 43	Time-on-Task (empty)	Time-on-Task (empty)	I learned how to add on a number line.
Lessons Passed 0	Lessons Passed (empty star)	Lessons Passed 0	Lessons Passed (empty star)	Lessons Passed 1	

Reading

Monday	Tuesday	Wednesday	Thursday	Friday	What is one thing you learned this week?
Time-on-Task 14	Time-on-Task NTI	Time-on-Task 48	Time-on-Task (empty)	Time-on-Task (empty)	I read words with the beginning.
Lessons Passed 1	Lessons Passed (empty star)	Lessons Passed 7	Lessons Passed 9	Lessons Passed 10	

Learn More! Visit i-ReadyCentral.com/FamilyCenter.

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i-Ready

Communication with Parents & Guardians

Math in Focus and Wonders

SCHOOL-to-HOME CONNECTIONS

Chapter

6

Numbers to 40

Dear Family,

In this chapter, your child will work with numbers to 40. Skills your child will practice include:

- counting on from 20 to 40
- representing a number of objects with a written number and word
- using a place-value chart to show numbers to 40
- comparing and ordering numbers to 40
- finding missing numbers in a number pattern

Math Practice

At the end of this chapter, you may want to carry out this activity with your child. This activity will help to strengthen your child's number sense.

Activity

- Gather 40 identical objects such as dried beans or maroon buttons, or plastic cubes and put the objects in a bag.
- Pull out a large handful of objects and ask your child to count them, starting with groups of 10. Your child can move objects to make groups of 10 or loop string around groups of 10. If the objects are scattered on a sheet of paper, draw circles around groups of 10 to make counting easier.
- Return all the objects to the bag before the next round.

Math Talk

Discuss with your child how each digit in a number is in a particular position, or place, and that place determines a digit's value. Look at the following place-value chart together, and talk about how to write 24 as 2 groups of 10 and 4 ones, or $10 + 10 + 4$.

Tens	Ones
2	4

Unit 2 Week 3

Big Idea

What makes a community?

Key Concept

Community in Nature

Essential Question

What are communities like together?

Genre

Informational Text

Shared Read

"The Best Spot"

Anchor Text

At a Pond

Paired Text

"Way Down Deep"

Reading Poetry

repetition, alliteration

Reading Informational Text

author's purpose, retell

Fluency

accuracy and automaticity

Vocabulary

context clues: multiple meaning words

Grammar

possessive nouns

Structural Analysis

inflectional ending -ing

Mechanics

apostrophes with possessive nouns

Phonemic/Phonological Awareness

blending, substitution, categorization, segmentation

Writing

write about the text/expository writing

Research

research on animal in its habitat

Spelling/
Phonics
ending consonant
blends
Handwriting
Tr

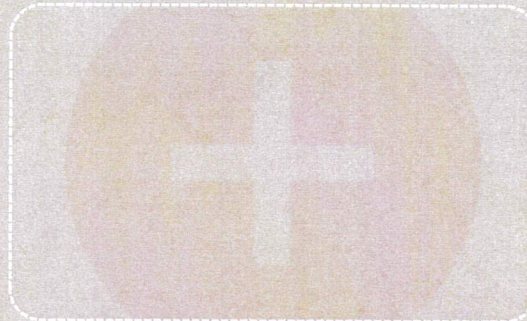
lend
send
fast
past
sink
wink
run
bug
of
who

Professional Development



PLC's

- Additional support/training on i-Ready, Wonders, Math in Focus
- Resources



i-Ready initial and follow-up training



Learning Target and Success Criteria

Celebrations



Celebrations



Our New Cafeteria



Celebrations

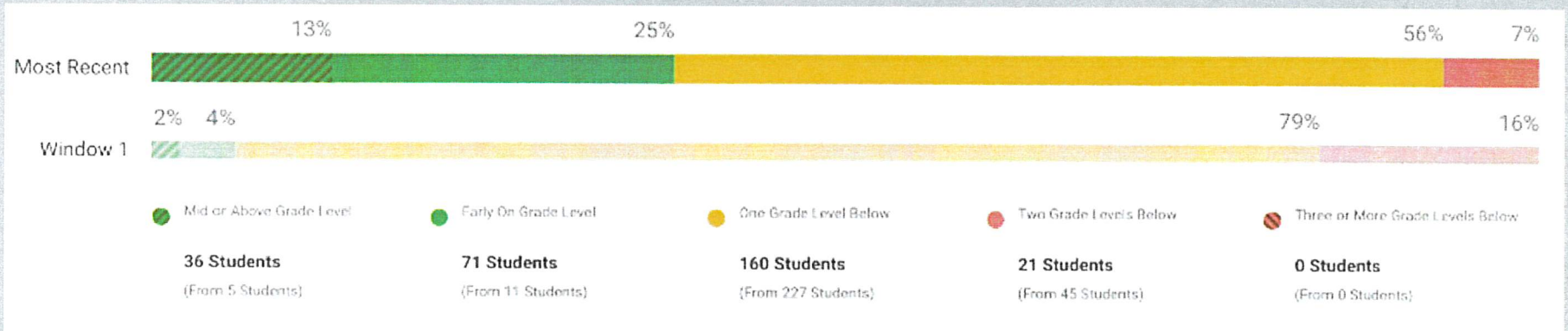


i-Ready **Winter Diagnostic Data**

i-Ready Data



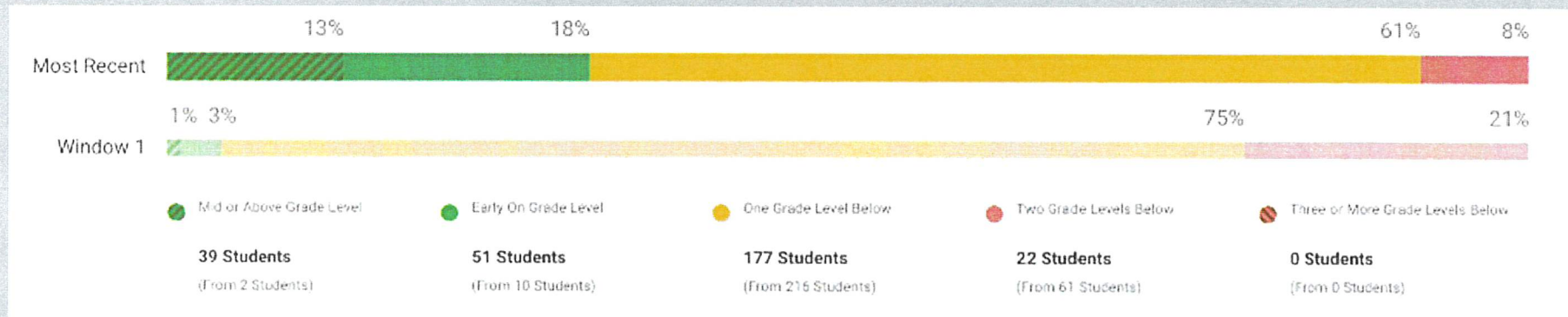
Reading Fall to Winter Comparison



i-Ready Data



Math Fall to Winter Comparison



Celebrations

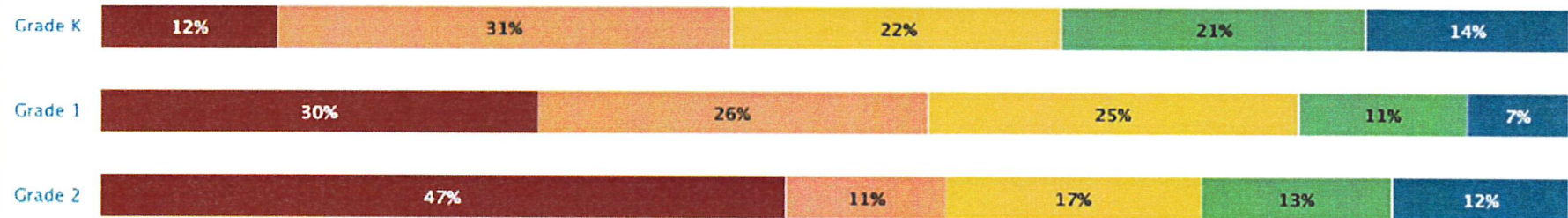


Winter MAP Data Preliminary Scores

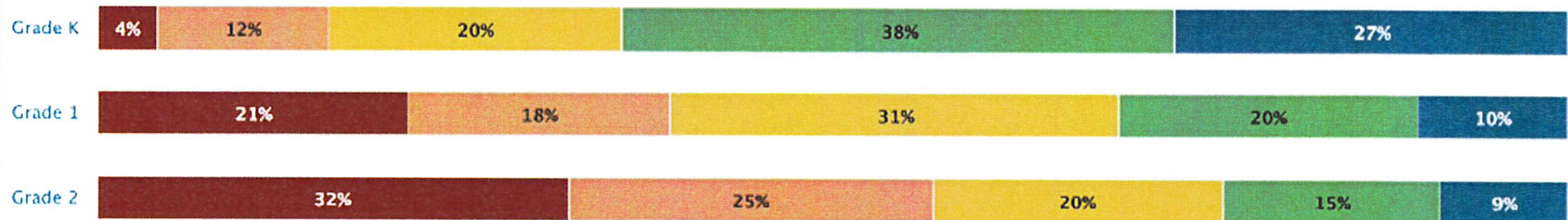
Reading Winter to Winter Comparison



Winter 2022 Reading



Winter 2023 Reading



Math

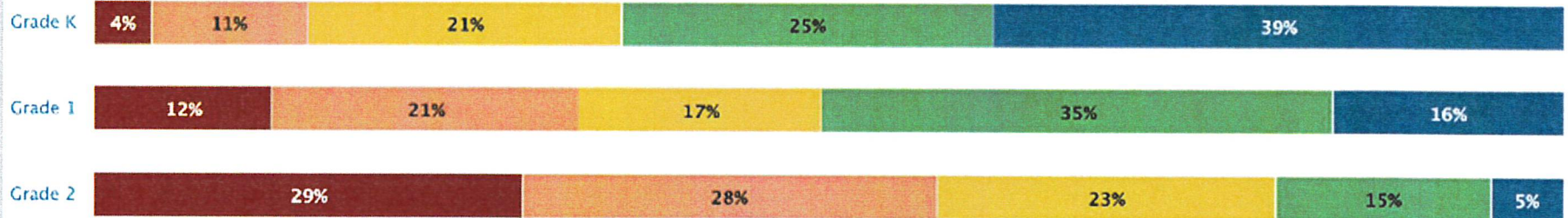
Winter to Winter Comparison



Winter of 2022



Winter of 2023



Thank You!

