



KDE Title I Report

Newport Primary School

Newport Independent

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Newport, KY 41071

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Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	NPS uses: -MAP -F&P -AVMR -Behavior data -Attendance data -Brigance -Access	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	The data showed specific areas of concern such as: -High number of novice in reading and math -Attendance fluctuates below 96% -Brigance data shows lack of Kindergarten readiness -Behavior data shows high classroom disruption -Data showed the need for high Tier 3 intervention placement	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Needs have been prioritized based on data. For example: More students have been placed in Tier 3 reading intervention in the second grade based on F&P and MAP scores.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	GAP data has been analyzed. This data will be shared with staff for the improvement of individualized instruction.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	We have a GAP goal that includes: -GAP students -Early Childhood Education -Academic/Behavior RTI -Collaborative intervention meetings (whole child collaboration meetings)	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%. This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are begin met and they are successful.	Academic Support Program Behavioral Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Strategy2:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, T. Alexander

Strategy3:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Academic Support Program Parent Involvement	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Behavioral Support Program Academic Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

Strategy4:

Data Analysis of GAP Students - Data of GAP students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these GAP students out of the Novice area.

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

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Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Behavioral Support Program Academic Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rechin, T. Alexander

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data pulls are made monthly so that teachers have access to this data report to check for students who are at risk. This allows for strategies to be put into place for these students to improve their probability of graduation in the future.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	J.Snapp

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Goal 2:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Standards Based Instruction - Teachers are required to ensure that all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_Standards-based_teaching_and_differentiation.aspx

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Activity - Non-Negotiable Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce the school's non-negotiable strategies that will be used to form their instructional blocks. Walkthroughs will take place to make sure that these are continuously imbedded in instruction.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide: -PD -modeling of lessons -providing materials -serving as a peer observer -TPGES support -Intervention Support -support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings teachers will have the opportunity to continue to improve NPS' curriculum maps to ensure that all standards are begin taught to mastery.	Professional Learning Academic Support Program	07/27/2015	12/16/2016	\$10000 - Title I Part A	J. Snapp, L. Rehtin, C. Hockensmith

Activity - Preschool Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be more focused walkthroughs in preschool to ensure that kindergarten readiness skills and High Scope curriculum is being taught to fidelity.	Academic Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Strategy2:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in reading. This additional time for reading instruction will directly increase the proficiency on the reading MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page.

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Staff Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher incentives for monthly perfect attendance will increase teacher attendance.	Policy and Process	11/20/2015	12/16/2016	\$0 - No Funding Required	Tracey Alexander, Christa Hockensmith

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Activity - Healthy Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers and health teacher will teach students healthy habits to decrease student absences due to illness. Community health partners will also provide health education to all students.	Direct Instruction	09/07/2015	12/16/2016	\$0 - No Funding Required	K. Shoopman, K. Weaver, all classroom teachers, J. Snapp, M. Wesley

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Activity - Student and Class Perfect Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms with perfect attendance and students with perfect attendance are rewarded with: -draw out of the perfect attendance treasure chest (5 names per week) -family monthly perfect attendance meal at local restaurant establishment -classroom perfect attendance parties after 20 full days of perfect attendance -classrooms with perfect attendance are announced daily if they have perfect attendance	Policy and Process	08/24/2015	12/16/2016	\$200 - Other	Tracey Alexander, Christa Hockensmith

Strategy3:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational Information and activities will be shared with parents to help them be successful at home with their child.	Academic Support Program Parent Involvement Community Engagement	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Activity - Parent Stamp Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a stamp on their card when they attend a school event on academics or activities. When they have filled their punch card they will be able to go to Ms. Wesley (FRC) for any support they may need.	Parent Involvement	08/19/2015	12/30/2016	\$115 - FRYSC	Molly Wesley, Christa Hockensmith

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Activity - Quarterly Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly awards ceremonies will be held to recognize students who have achieved success in all educational subjects, MAP testing, as well as attendance, behavior, and citizenship.	Academic Support Program Parent Involvement	10/23/2015	12/16/2016	\$700 - School Council Funds	T. Alexander

Activity - Wildcat Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive notes home are sent in each classroom every other week. This will ensure that all students will receive at least one positive note home from NPS per year.	Parent Involvement	09/04/2015	12/30/2016	\$238 - Title I Part A	Classroom teachers, Mr. Snapp, Karen Slone

Activity - Twitter connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Community Engagement Parent Involvement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Strategy4:

FRC - The FRC will provide support to families in order to remove barriers. This will directly impact the students' ability to focus on their learning.

Category: Other - Removing Barriers

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - Lunch Buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Children are purposefully matched with an adult from the Big Brother/Big Sister organization as their lunch buddy. This lunch buddy will eat with their student once a week and will work on social skills with the child.	Behavioral Support Program Community Engagement	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Adopt a Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The majority of classrooms at NPS participate in the Adopt a Class program. This program is set up to where each classroom is paired with a business in the community. This business will come to the classroom for a lesson on consumerism as well as friendly visits to support students. They also take the students to their place of business for real world connections.	Academic Support Program Community Engagement Behavioral Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

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Activity - Power Packs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Power packs are provided to specific students who were nominated by their teacher. These students receive a power pack every Friday afternoon for their nutrition over the weekend. These power packs are donated by the Free Store Food Bank.	Other - Removing Barriers Community Engagement	08/21/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Clothing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of clothing are available for students in need. Ranging from underwear to coats and gloves.	Other - Removing Barriers	08/17/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Strategy5:

Data Review/Talks - Data review/talks will keep staff informed and held accountable for students at NPS. These talks will also include discussions on PGP and SGGs to ensure their instructional success.

Category: Continuous Improvement

Research Cited: http://www.naesp.org/sites/default/files/student%20achievement_blue.pdf

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will focus on data pulls from: MAP, AVMR, F&P, common assessments, flashbacks, PLCs, district learning checks, SGG, attendance, discipline, behavior and academic interventions. This data will be discussed with staff one on one, PLC groups and as a whole staff.	Academic Support Program Behavioral Support Program	10/12/2015	12/16/2016	\$0 - No Funding Required	Joshua Snapp, Christa Hockensmith, Tracey Alexander, Lauren Rehtin

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the learning continuum from NWEA to design differentiated small group instruction based on student data need.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, J. Snapp, L. Rehtin

Strategy6:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instruction. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New PLC protocol was developed using DuFour's four guiding questions. Teachers meet weekly to discuss and plan instruction through the analysis of data. This has been put in place to increase overall student achievement.	Policy and Process Professional Learning	10/08/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, Joshua Snapp

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Activity - Preschool PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Policy and Process Professional Learning	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

Goal 3:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instructions. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

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Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	K. Neikirk, H. McMillen, J. Stacy (preschool director)

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Strategy2:

FRC - The FRC will provide support to families to remove barriers. This will directly impact the student's ability to focus on their learning.

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The majority of classrooms at NPS participate in the Adopt a Class program. This program is set up to where each classroom is paired with a business in the community. This business will come to the classroom for a lesson on consumerism as well as friendly visits to support students. They also take their students to their place of business for real world connections.	Behavioral Support Program Community Engagement Academic Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Clothing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of clothing are available for students in need, ranging from underwear to coats and gloves.	Other - Removing barriers	08/17/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Lunch Buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Children are purposefully matched with an adult from the Big Brother/Big Sister organization as their lunch buddy. This lunch buddy will eat with their student once a week and will work on social skills with the child.	Community Engagement Behavioral Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	M. Wesley

Activity - Power Packs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Power Packs are provided to specific students who were nominated by their teacher. These students receive a power pack every Friday for their nutrition over the weekend. These power packs are donated by the Freestore Foodbank.	Community Engagement Other - Removing Barriers	08/21/2015	12/30/2016	\$0 - No Funding Required	Molly Wesley

Strategy3:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable

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Each month at NPS, parent workshops will be held for a certain grade level. Educational information and activities will be shared with parents to help them be successful at home with their child.	Parent Involvement Community Engagement Academic Support Program	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

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Activity - Parent Stamp Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a stamp on their card when they attend a school event on academics or activities. When they have filled their stamp card, they will be able to go to Ms Wesley (FRC) for any support they may need.	Parent Involvement	08/19/2015	12/30/2016	\$115 - FRYSC	M. Wesley, C. Hockensmith

Activity - Quarterly Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly award ceremonies will be held to recognize students who have achieved success in all educational subjects, MAP testing, as well as attendance, behavior and citizenship.	Parent Involvement Academic Support Program	10/23/2015	12/16/2016	\$700 - School Council Funds	T. Alexander

Strategy4:

Data Review/Talks - Data review/talks will keep staff informed and held accountable for students at NPS. These talks will also include discussions on PGP's and SGG's to ensure their instructional success.

Category: Continuous Improvement

Research Cited: http://www.naesp.org/sites/default/file/student%20achievement_blue.pdf

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Teachers will use the Learning Continuum from NWEA to design differentiated small group instruction based on student data need.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, J. Snapp, L. Rehtin

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will focus on data pulls from MAP, AVMR, F&P, Common Assessment, Flashbacks, PLCs, District Learning Checks, SGG, Attendance, Discipline, Behavior and Academic interventions. This data will be discussed with staff one on one, PLC groups and as a whole staff.	Academic Support Program Behavioral Support Program	10/12/2015	12/16/2016	\$0 - No Funding Required	Josh Snapp, Christa Hockensmith, Tracey Alexander, Lauren Rehtin

Strategy5:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in math. This additional time for reading instruction will directly increase the proficiency on the math MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Healthy Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers and health teacher will teach students healthy habits to decrease student absences due to illness. Community Health Partners will also provide health education to all students.	Direct Instruction	09/07/2015	12/16/2016	\$0 - No Funding Required	K. Shoopman, K. Weaver, J. Snapp, M. Wesley

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Activity - Staff Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher incentives for monthly perfect attendance will increase teacher attendance.	Policy and Process	11/20/2015	12/16/2016	\$0 - No Funding Required	T. Alexander, C. Hockensmith

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Classrooms with perfect attendance and students with perfect attendance are rewarded with: -draw out of the perfect attendance treasure chest (5 names per week) -family monthly perfect attendance meal at local restaurant establishment -classroom perfect attendance parties after 20 full days of perfect attendance -classrooms with perfect attendance are announced daily	Policy and Process	08/24/2015	12/16/2016	\$200 - Other	T. Alexander, C. Hockensmith

Strategy6:

Standards Based Instruction - Teachers are required to ensure all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_standards-based_teaching_and_differenciation.aspx

Activity - Non-negotiable Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce the school's non-negotiable strategies that will be used to form their instructional blocks. Walkthroughs will take place to make sure that these are continuously embedded in instruction.	Academic Support Program	08/12/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings, teachers will have the opportunity to continue to improve NPS's curriculum maps to ensure that all standards are being taught to mastery.	Professional Learning Academic Support Program	07/27/2015	12/16/2016	\$10000 - Title I Part A	L. Rehtin, J. Snapp, C. Hockensmith

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will provide: -PD -Modeling of lessons -Providing materials -Serving as a peer observer -TPGES support -Intervention support -Support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Activity - Preschool Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be more focused walkthroughs in preschool to ensure that kindergarten readiness skills and High Scope curriculum is being taught to fidelity.	Academic Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Goal 4:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - iTunes U	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to an iTunes U course. This will be set up by the instructional coach. This course will consist of: -Modeled Lessons with NPS students -Documents for Instruction -Teacher Leader modeled lessons -Intervention modeled lessons -Question Forum	Professional Learning Technology Recruitment and Retention	01/04/2016	12/16/2016	\$0 - No Funding Required	L. Rehtin, J. Snapp

Activity - Voluntary PDs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of PDs will be provided to teachers based on requests and PGPs. Those PDs will be: -Harry Wong-"The Effective Teacher" 8 hours -Next Step Guided Reading in Action by: Jan Richardson-8 hours -Writing and Technology-8 hours	Professional Learning Recruitment and Retention Academic Support Program	10/06/2015	05/24/2016	\$1000 - Title I Part A	J. Snapp, C. Hockensmith, L. Rehtin

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Professional Learning Academic Support Program	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

Strategy2:

Collaboration Meetings - NPS will protect time for teachers to collaborate with each other through various avenues. Some of these avenues consist of:

-Faculty Meetings

-PLCs

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- Observations
- Curriculum Work Sessions
- Peer Observations
- Whole Child Meetings
- SIT meetings (Student Intervention Team Meetings)
- Intervention Team Meetings
- Admission Release Committee Meetings

Category: Teacher PGES

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Teachers as Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be identified as leaders through instruction. These teachers will be working on an area that they have excelled in previously. Teacher leaders will also be used as an observational tool for other teachers. This will enable other teachers to observe best instructional practices in order for them to grow professionally. Teachers will also be selected to be leads for PLCs. They will be responsible to run the PLC by using the DuFour PLC protocol.	Professional Learning Recruitment and Retention	07/21/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, Teacher Leaders, C. Hockensmith

Activity - SBDM Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Committees will be developed and will work on specific policies along with other duties assigned by Site Based.	Technology Professional Learning Policy and Process Other - Behavior and Academic Support Community Engagement Extra Curricular Parent Involvement	10/07/2015	12/16/2016	\$350 - School Council Funds	J. Snapp

Strategy3:

Culture - NPS wants to build a culture of teacher leadership. This culture will create a safe environment for teachers to speak and share. This will in turn, create a collaborative environment of continuous improvement and learning. This encourages teachers to push one another to constantly evolve instruction which will help meet the needs of all students. Culture will allow for teachers to be part of the decision making process by giving them a voice. This will also provide them with specific professional development they need to improve.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture@-An-Invisible-Essential.aspx>

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Activity - Morale/Team Builders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in multiple morale/team building activities throughout the year on teacher inservice days. A protected block of time will be allotted for this to occur before the trainings. This also encourages staff to work together with others they don't know as well.	Recruitment and Retention Community Engagement	08/18/2015	12/16/2016	\$0 - No Funding Required	T. Alexander

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be distributed through multiple sources to gather teacher input on specific endeavors.	Technology Other - Teacher Voice Professional Learning Recruitment and Retention	10/15/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rechten

Goal 5:

By May 2020, the number of students with a performance level of novice on MAP Reading will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Kindergarten, First and Second grade students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, T. Alexander

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Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Strategy2:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Behavioral Support Program Academic Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Parent Involvement Academic Support Program	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Strategy3:

Data Analysis of Novice Students - Data of Novice students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these Novice students out of the Novice area.

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data pulls are made monthly so that teachers have access to this data report to check for students who are at risk. This allows for strategies to be put into place for these students to improve their probability of graduation in the future.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	J. Snapp

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Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Behavioral Support Program Academic Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rehtin, T. Alexander

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Strategy4:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are being met and they are successful.	Academic Support Program Behavioral Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	All strategies selected are based on best practices and scientific research. All research has been noted.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Strategies are non-negotiables in school wide instruction.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	All goals are aligned with state standards.	

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Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Many programs allow for extended learning time at NPS, including: -After school tutoring -Before school ESS -Daywaiver educator -Paraeducator interventionist	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	All of our programming is standards based. Students are selected based on needs that are identified through many forms of data. 94% of our students are GAP students based on free and reduced lunch.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	All students who have been identified with having a special need, have an IEP that addresses specific achievement issues and goals to address those issues.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	The Title 1 Schoolwide plan is being implemented as designed. Evidence is being collected to ensure this continues.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	No	Minimal growth has been shown with the current strategies and activities in place. The CSIP includes new strategies and activities that target GAP student growth.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	The improvement plan was derived based on school wide data which intentionally addresses all the specific goals, objectives, and strategies/activities.	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Collaboration Meetings - NPS will protect time for teachers to collaborate with each other through various avenues. Some of these avenues consist of:

- Faculty Meetings
- PLCs
- Observations
- Curriculum Work Sessions
- Peer Observations
- Whole Child Meetings
- SIT meetings (Student Intervention Team Meetings)
- Intervention Team Meetings
- Admission Release Committee Meetings

Category: Teacher PGES

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - SBDM Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Committees will be developed and will work on specific policies along with other duties assigned by Site Based.	Community Engagement Professional Learning Extra Curricular Other - Behavior and Academic Support Technology Parent Involvement Policy and Process	10/07/2015	12/16/2016	\$350 - School Council Funds	J. Snapp

Activity - Teachers as Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be identified as leaders through instruction. These teachers will be working on an area that they have excelled in previously. Teacher leaders will also be used as an observational tool for other teachers. This will enable other teachers to observe best instructional practices in order for them to grow professionally. Teachers will also be selected to be leads for PLCs. They will be responsible to run the PLC by using the DuFour PLC protocol.	Professional Learning Recruitment and Retention	07/21/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, Teacher Leaders, C. Hockensmith

Strategy2:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Professional Learning Academic Support Program	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

Activity - iTunes U	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to an iTunes U course. This will be set up by the instructional coach. This course will consist of: -Modeled Lessons with NPS students -Documents for Instruction -Teacher Leader modeled lessons -Intervention modeled lessons -Question Forum	Professional Learning Technology Recruitment and Retention	01/04/2016	12/16/2016	\$0 - No Funding Required	L. Rehtin, J. Snapp

Activity - Voluntary PDs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of PDs will be provided to teachers based on requests and PGPs. Those PDs will be: -Harry Wong-"The Effective Teacher" 8 hours -Next Step Guided Reading in Action by: Jan Richardson-8 hours -Writing and Technology-8 hours	Recruitment and Retention Academic Support Program Professional Learning	10/06/2015	05/24/2016	\$1000 - Title I Part A	J. Snapp, C. Hockensmith, L. Rehtin

Strategy3:

Culture - NPS wants to build a culture of teacher leadership. This culture will create a safe environment for teachers to speak and share. This will in turn, create a collaborative environment of continuous improvement and learning. This encourages teachers to push one another

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to constantly evolve instruction which will help meet the needs of all students. Culture will allow for teachers to be part of the decision making process by giving them a voice. This will also provide them with specific professional development they need to improve.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture@-An-Invisible-Essential.aspx>

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be distributed through multiple sources to gather teacher input on specific endeavors.	Other - Teacher Voice Technology Recruitment and Retention Professional Learning	10/15/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin

Activity - Morale/Team Builders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in multiple morale/team building activities throughout the year on teacher inservice days. A protected block of time will be allotted for this to occur before the trainings. This also encourages staff to work together with others they don't know as well.	Recruitment and Retention Community Engagement	08/18/2015	12/16/2016	\$0 - No Funding Required	T. Alexander

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	All teachers and para-educators assigned to NPS are certified educators and teach in their area of certification.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

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Label	Assurance	Response	Comment	Attachment
3.4	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	Yes	This is not currently an issue at NPS. If this was to occur, the school would take specific steps to assist non-highly qualified teachers and para-educators to obtain highly qualified status.	

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Professional Learning Academic Support Program	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

Activity - Voluntary PDs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of PDs will be provided to teachers based on requests and PGPs. Those PDs will be: -Harry Wong-"The Effective Teacher" 8 hours -Next Step Guided Reading in Action by: Jan Richardson-8 hours -Writing and Technology-8 hours	Recruitment and Retention Professional Learning Academic Support Program	10/06/2015	05/24/2016	\$1000 - Title I Part A	J. Snapp, C. Hockensmith, L. Rehtin

Activity - iTunes U	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to an iTunes U course. This will be set up by the instructional coach. This course will consist of: -Modeled Lessons with NPS students -Documents for Instruction -Teacher Leader modeled lessons -Intervention modeled lessons -Question Forum	Professional Learning Technology Recruitment and Retention	01/04/2016	12/16/2016	\$0 - No Funding Required	L. Rehtin, J. Snapp

Narrative:

All highly qualified staff receive PD specific to their field. FRC director, school nurse, special area teachers, and STC all have the opportunity to receive PD in their respective areas.

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	NPS provides PD activities based on teacher request and need. We also offer voluntary PDs based on teacher PGPs and teacher need. This is in addition to the 24 hours required by the school district. We ensure special area teachers in music, art, Media Specialist, and PE/Health attend their respective conferences.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	PD is focused on areas of concern in our comprehensive needs assessment.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	All professional learning opportunities are facilitated by highly qualified staff and guest presenters.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All staff members, both certified and classified have professional training assigned. Outside of those PD hours, other opportunities are provided.	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Reflections and surveys are administered to all stakeholders.	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	NPS has a teacher effectiveness goal that addresses professional development.	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instruction. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Policy and Process Professional Learning	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

Strategy2:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in reading. This additional time for reading instruction will directly increase the proficiency on the reading MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page.

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Staff Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher incentives for monthly perfect attendance will increase teacher attendance.	Policy and Process	11/20/2015	12/16/2016	\$0 - No Funding Required	Tracey Alexander, Christa Hockensmith

Strategy3:

Standards Based Instruction - Teachers are required to ensure that all instruction is standards based. Grading also is required to be

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standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_Standards-based_teaching_and_differentiation.aspx

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide: -PD -modeling of lessons -providing materials -serving as a peer observer -TPGES support -Intervention Support -support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Goal 2:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Standards Based Instruction - Teachers are required to ensure all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_standards-based_teaching_and_differentiation.aspx

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will provide: -PD -Modeling of lessons -Providing materials -Serving as a peer observer -TPGES support -Intervention support -Support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Strategy2:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instructions. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

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Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Policy and Process Professional Learning	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

Strategy3:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in math. This additional time for reading instruction will directly increase the proficiency on the math MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Staff Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher incentives for monthly perfect attendance will increase teacher attendance.	Policy and Process	11/20/2015	12/16/2016	\$0 - No Funding Required	T. Alexander, C. Hockensmith

Goal 3:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Professional Learning Academic Support Program	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

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Activity - Voluntary PDs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of PDs will be provided to teachers based on requests and PGPs. Those PDs will be: -Harry Wong-"The Effective Teacher" 8 hours -Next Step Guided Reading in Action by: Jan Richardson-8 hours -Writing and Technology-8 hours	Academic Support Program Recruitment and Retention Professional Learning	10/06/2015	05/24/2016	\$1000 - Title I Part A	J. Snapp, C. Hockensmith, L. Rehtin

Activity - iTunes U	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to an iTunes U course. This will be set up by the instructional coach. This course will consist of: -Modeled Lessons with NPS students -Documents for Instruction -Teacher Leader modeled lessons -Intervention modeled lessons -Question Forum	Technology Professional Learning Recruitment and Retention	01/04/2016	12/16/2016	\$0 - No Funding Required	L. Rehtin, J. Snapp

Strategy2:

Collaboration Meetings - NPS will protect time for teachers to collaborate with each other through various avenues. Some of these avenues consist of:

- Faculty Meetings
- PLCs
- Observations
- Curriculum Work Sessions
- Peer Observations
- Whole Child Meetings
- SIT meetings (Student Intervention Team Meetings)
- Intervention Team Meetings
- Admission Release Committee Meetings

Category: Teacher PGES

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

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Activity - SBDM Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Committees will be developed and will work on specific policies along with other duties assigned by Site Based.	Community Engagement Policy and Process Other - Behavior and Academic Support Technology Parent Involvement Professional Learning Extra Curricular	10/07/2015	12/16/2016	\$350 - School Council Funds	J. Snapp

Activity - Teachers as Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be identified as leaders through instruction. These teachers will be working on an area that they have excelled in previously. Teacher leaders will also be used as an observational tool for other teachers. This will enable other teachers to observe best instructional practices in order for them to grow professionally. Teachers will also be selected to be leads for PLCs. They will be responsible to run the PLC by using the DuFour PLC protocol.	Recruitment and Retention Professional Learning	07/21/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, Teacher Leaders, C. Hockensmith

Strategy3:

Culture - NPS wants to build a culture of teacher leadership. This culture will create a safe environment for teachers to speak and share. This will in turn, create a collaborative environment of continuous improvement and learning. This encourages teachers to push one another to constantly evolve instruction which will help meet the needs of all students. Culture will allow for teachers to be part of the decision making process by giving them a voice. This will also provide them with specific professional development they need to improve.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture@-An-Invisible-Essential.aspx>

Activity - Morale/Team Builders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in multiple morale/team building activities throughout the year on teacher inservice days. A protected block of time will be allotted for this to occur before the trainings. This also encourages staff to work together with others they don't know as well.	Recruitment and Retention Community Engagement	08/18/2015	12/16/2016	\$0 - No Funding Required	T. Alexander

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Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be distributed through multiple sources to gather teacher input on specific endeavors.	Recruitment and Retention Other - Teacher Voice Technology Professional Learning	10/15/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	Recruitment of teachers begins late in the spring semester. The district attends job fairs at the local universities. Teacher criteria look for: -Experience in high poverty schools -Relationship building -Past instructional successes -Leadership capabilities -Success in reading and math instruction	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	-Leadership opportunities -PD opportunities -Team building/morale activities -Attendance incentives -Behavioral/Instructional support -Teacher voice through decision making	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	Our teacher effectiveness goal as well as our equity plan includes objectives, strategies, and activities that address recruitment and retention	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in reading. This additional time for reading instruction will directly increase the proficiency on the reading MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page.

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Activity - Student and Class Perfect Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms with perfect attendance and students with perfect attendance are rewarded with: -draw out of the perfect attendance treasure chest (5 names per week) -family monthly perfect attendance meal at local restaurant establishment -classroom perfect attendance parties after 20 full days of perfect attendance -classrooms with perfect attendance are announced daily if they have perfect attendance	Policy and Process	08/24/2015	12/16/2016	\$200 - Other	Tracey Alexander, Christa Hockensmith

Strategy2:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

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Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Twitter connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Community Engagement Parent Involvement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational Information and activities will be shared with parents to help them be successful at home with their child.	Academic Support Program Community Engagement Parent Involvement	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rechten, J. Snapp

Activity - Parent Stamp Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a stamp on their card when they attend a school event on academics or activities. When they have filled their punch card they will be able to go to Ms. Wesley (FRC) for any support they may need.	Parent Involvement	08/19/2015	12/30/2016	\$115 - FRYSC	Molly Wesley, Christa Hockensmith

Activity - Wildcat Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive notes home are sent in each classroom every other week. This will ensure that all students will receive at least one positive note home from NPS per year.	Parent Involvement	09/04/2015	12/30/2016	\$238 - Title I Part A	Classroom teachers, Mr. Snapp, Karen Slone

Activity - Quarterly Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly awards ceremonies will be held to recognize students who have achieved success in all educational subjects, MAP testing, as well as attendance, behavior, and citizenship.	Parent Involvement Academic Support Program	10/23/2015	12/16/2016	\$700 - School Council Funds	T. Alexander

Goal 2:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Wildcat Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive notes home are sent in each classroom every other week. This will ensure that all students will receive at least one positive note home from NPS per year.	Parent Involvement	09/04/2015	12/30/2016	\$238 - Title I Part A	Classroom teacher, Mr. Snapp, Karen Slone

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational information and activities will be shared with parents to help them be successful at home with their child.	Academic Support Program Parent Involvement Community Engagement	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Activity - Twitter Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Parent Involvement Community Engagement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Activity - Parent Stamp Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a stamp on their card when they attend a school event on academics or activities. When they have filled their stamp card, they will be able to go to Ms Wesley (FRC) for any support they may need.	Parent Involvement	08/19/2015	12/30/2016	\$115 - FRYSC	M. Wesley, C. Hockensmith

Activity - Quarterly Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly award ceremonies will be held to recognize students who have achieved success in all educational subjects, MAP testing, as well as attendance, behavior and citizenship.	Academic Support Program Parent Involvement	10/23/2015	12/16/2016	\$700 - School Council Funds	T. Alexander

Strategy2:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in math. This additional time for SY 2015-2016

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reading instruction will directly increase the proficiency on the math MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Activity - Student and Class Perfect Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms with perfect attendance and students with perfect attendance are rewarded with: -draw out of the perfect attendance treasure chest (5 names per week) -family monthly perfect attendance meal at local restaurant establishment -classroom perfect attendance parties after 20 full days of perfect attendance -classrooms with perfect attendance are announced daily	Policy and Process	08/24/2015	12/16/2016	\$200 - Other	T. Alexander, C. Hockensmith

Goal 3:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%. This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

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Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Parent Involvement Academic Support Program	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Goal 4:

By May 2020, the number of students with a performance level of novice on MAP Reading will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Kindergarten, First and Second grade students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Academic Support Program Parent Involvement	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	-Parent workshops (math and reading) -Kindergarten Orientation -Twitter connection -One-calls -Newsletters -Parent involvement cards -Student events after school -Quarterly awards -Attendance incentives/awards	

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Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	-SBDM -Site Based Committees -Parent Teacher Conferences -Parent Workshops -Twitter Connection -Kindergarten Parent Orientation Meeting	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	Although parents are encouraged to participate, this has been minimal. Strategies have been put in place to increase parent involvement through: -One call -Newsletters -Twitter Connections -Parent workshops -Kindergarten Parent Orientation -Title one parent meeting -Parent Survey through Title 1	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	-Surveys -Twitter Connections	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	The improvement plan falls under our achievement goal. We know that if we increase parent involvement that we can increase student achievement. Research in the CSIP supports this endeavor.	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Twitter connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Parent Involvement Community Engagement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational Information and activities will be shared with parents to help them be successful at home with their child.	Parent Involvement Community Engagement Academic Support Program	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Strategy2:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in reading. This additional time for reading instruction will directly increase the proficiency on the reading MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page.

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Strategy3:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instruction. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - Preschool PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Strategy4:

Standards Based Instruction - Teachers are required to ensure that all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_Standards-based_teaching_and_differentiation.aspx

Activity - Preschool Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be more focused walkthroughs in preschool to ensure that kindergarten readiness skills and High Scope curriculum is being taught to fidelity.	Academic Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Goal 2:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instructions. This will positively

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impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - Preschool PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	K. Neikirk, H. McMillen, J. Stacy (preschool director)

Strategy2:

Standards Based Instruction - Teachers are required to ensure all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_standards-based_teaching_and_differentiation.aspx

Activity - Preschool Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be more focused walkthroughs in preschool to ensure that kindergarten readiness skills and High Scope curriculum is being taught to fidelity.	Academic Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin, C. Hockensmith

Strategy3:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in math. This additional time for reading instruction will directly increase the proficiency on the math MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

Activity - Preschool Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will keep a close eye on preschool attendance and will make contact when students are consistently absent.	Policy and Process	12/07/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Strategy4:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

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Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational information and activities will be shared with parents to help them be successful at home with their child.	Community Engagement Parent Involvement Academic Support Program	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Activity - Twitter Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Community Engagement Parent Involvement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Goal 3:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%. This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Behavioral Support Program Academic Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

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Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Parent Involvement Academic Support Program	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Goal 4:

By May 2020, the number of students with a performance level of novice on MAP Reading will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Kindergarten, First and Second grade students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Behavioral Support Program Academic Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Parent Involvement Academic Support Program	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	-Kindergarten Parent Orientation -Kindergarten Bridge -Me and My School -Kindergarten Readiness flyers to outside agencies and parents	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes	NPS achievement and gap goals include strategies and activities to address transition to Kindergarten. We are working with our preschool and outside agencies.	

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Data Review/Talks - Data review/talks will keep staff informed and held accountable for students at NPS. These talks will also include discussions on PGPs and SGGs to ensure their instructional success.

Category: Continuous Improvement

Research Cited: http://www.naesp.org/sites/default/files/student%20achievement_blue.pdf

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will focus on data pulls from: MAP, AVMR, F&P, common assessments, flashbacks, PLCs, district learning checks, SGG, attendance, discipline, behavior and academic interventions. This data will be discussed with staff one on one, PLC groups and as a whole staff.	Academic Support Program Behavioral Support Program	10/12/2015	12/16/2016	\$0 - No Funding Required	Joshua Snapp, Christa Hockensmith, Tracey Alexander, Lauren Rehtin

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the learning continuum from NWEA to design differentiated small group instruction based on student data need.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, J. Snapp, L. Rehtin

Strategy2:

Standards Based Instruction - Teachers are required to ensure that all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_Standards-based_teaching_and_differentiation.aspx

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Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide: -PD -modeling of lessons -providing materials -serving as a peer observer -TPGES support -Intervention Support -support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings teachers will have the opportunity to continue to improve NPS' curriculum maps to ensure that all standards are begin taught to mastery.	Academic Support Program Professional Learning	07/27/2015	12/16/2016	\$10000 - Title I Part A	J. Snapp, L. Rehtin, C. Hockensmith

Strategy3:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instruction. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New PLC protocol was developed using DuFour's four guiding questions. Teachers meet weekly to discuss and plan instruction through the analysis of data. This has been put in place to increase overall student achievement.	Professional Learning Policy and Process	10/08/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, Joshua Snapp

Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Policy and Process Professional Learning	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

Activity - Preschool PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	Kate Neikirk, Hannah McMillen, Jeanetta Stacey (preschool director)

Goal 2:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%.

This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Data Analysis of GAP Students - Data of GAP students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these GAP students out of the Novice area.

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Behavioral Support Program Academic Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rehtin, T. Alexander

Strategy2:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are begin met and they are successful.	Behavioral Support Program Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Strategy3:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, T. Alexander

Goal 3:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Data Review/Talks - Data review/talks will keep staff informed and held accountable for students at NPS. These talks will also include discussions on PGP and SGGs to ensure their instructional success.

Category: Continuous Improvement

Research Cited: http://www.naesp.org/sites/default/file/student%20achievement_blue.pdf

KDE Title I Report

Newport Primary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will focus on data pulls from MAP, AVMR, F&P, Common Assessment, Flashbacks, PLCs, District Learning Checks, SGG, Attendance, Discipline, Behavior and Academic interventions. This data will be discussed with staff one on one, PLC groups and as a whole staff.	Behavioral Support Program Academic Support Program	10/12/2015	12/16/2016	\$0 - No Funding Required	Josh Snapp, Christa Hockensmith, Tracey Alexander, Lauren Rehtin

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum from NWEA to design differentiated small group instruction based on student data need.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, J. Snapp, L. Rehtin

Strategy2:

Standards Based Instruction - Teachers are required to ensure all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_standards-based_teaching_and_differentiation.aspx

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will provide: -PD -Modeling of lessons -Providing materials -Serving as a peer observer -TPGES support -Intervention support -Support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings, teachers will have the opportunity to continue to improve NPS's curriculum maps to ensure that all standards are being taught to mastery.	Academic Support Program Professional Learning	07/27/2015	12/16/2016	\$10000 - Title I Part A	L. Rehtin, J. Snapp, C. Hockensmith

Strategy3:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instructions. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

KDE Title I Report

Newport Primary School

Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Policy and Process Professional Learning	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New PLC protocol was developed using DuFour's four guiding questions. Teacher meet weekly to discuss planned instruction through the analyzation of data. This has been put in place to increase overall student achievement.	Professional Learning Policy and Process	10/08/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, Josh Snapp

Activity - Preschool PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet weekly to discuss individual student data collected, overall student data, and the overall preschool program as it relates to ECERS along with the preschool program review.	Professional Learning	09/14/2015	12/16/2016	\$0 - No Funding Required	K. Neikirk, H. McMillen, J. Stacy (preschool director)

Goal 4:

By May 2020, the number of students with a performance level of novice on MAP Reading will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Kindergarten, First and Second grade students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rehtin, T. Alexander

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Newport Primary School

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Professional Learning Academic Support Program	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Strategy2:

Data Analysis of Novice Students - Data of Novice students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these Novice students out of the Novice area.

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Academic Support Program Behavioral Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rechten, T. Alexander

Strategy3:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are being met and they are successful.	Behavioral Support Program Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Goal 5:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Collaboration Meetings - NPS will protect time for teachers to collaborate with each other through various avenues. Some of these avenues consist of:

- Faculty Meetings
- PLCs
- Observations
- Curriculum Work Sessions
- Peer Observations
- Whole Child Meetings
- SIT meetings (Student Intervention Team Meetings)
- Intervention Team Meetings
- Admission Release Committee Meetings

Category: Teacher PGES

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - SBDM Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Committees will be developed and will work on specific policies along with other duties assigned by Site Based.	Policy and Process Extra Curricular Community Engagement Professional Learning Technology Parent Involvement Other - Behavior and Academic Support	10/07/2015	12/16/2016	\$350 - School Council Funds	J. Snapp

Activity - Teachers as Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be identified as leaders through instruction. These teachers will be working on an area that they have excelled in previously. Teacher leaders will also be used as an observational tool for other teachers. This will enable other teachers to observe best instructional practices in order for them to grow professionally. Teachers will also be selected to be leads for PLCs. They will be responsible to run the PLC by using the DuFour PLC protocol.	Recruitment and Retention Professional Learning	07/21/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, Teacher Leaders, C. Hockensmith

Strategy2:

Culture - NPS wants to build a culture of teacher leadership. This culture will create a safe environment for teachers to speak and share. This will in turn, create a collaborative environment of continuous improvement and learning. This encourages teachers to push one another to constantly evolve instruction which will help meet the needs of all students. Culture will allow for teachers to be part of the decision making process by giving them a voice. This will also provide them with specific professional development they need to improve.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture@-An-Invisible-Essential.aspx>

Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be distributed through multiple sources to gather teacher input on specific endeavors.	Other - Teacher Voice Professional Learning Technology Recruitment and Retention	10/15/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, L. Rehtin

Strategy3:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Academic Support Program Professional Learning	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Academic assessments such as the common assessments, are teacher created. PLCs discuss flashbacks as well.	

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Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	NPS uses a data tool that is used in the analysis of data and the development of the overall instructional program of the school. The data room also includes a data wall that all teachers participate in. This wall describes the overall achievement of the school.	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	The CSIP includes an improvement plan that gives teachers the opportunities to improve instruction using curriculum maps and common assessment based on standards. The goals include: -Achievement -GAP	

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

By May 2020, the number of NPS non-duplicated GAP students with a performance level of novice on MAP will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Data Analysis of GAP Students - Data of GAP students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these GAP students out of the Novice area.

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Behavioral Support Program Academic Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rehtin, T. Alexander

Strategy2:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

KDE Title I Report

Newport Primary School

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, T. Alexander

Strategy3:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are begin met and they are successful.	Academic Support Program Behavioral Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Goal 2:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Standards Based Instruction - Teachers are required to ensure that all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_Standards-based_teaching_and_differentiation.aspx

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings teachers will have the opportunity to continue to improve NPS' curriculum maps to ensure that all standards are begin taught to mastery.	Academic Support Program Professional Learning	07/27/2015	12/16/2016	\$10000 - Title I Part A	J. Snapp, L. Rehtin, C. Hockensmith

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide: -PD -modeling of lessons -providing materials -serving as a peer observer -TPGES support -Intervention Support -support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Goal 3:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%. This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are begin met and they are successful.	Academic Support Program Behavioral Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Strategy2:

Data Analysis of GAP Students - Data of GAP students will be analyzed and students will be monitored for growth. This is also for planning purposes to check for movement of these GAP students out of the Novice area.

KDE Title I Report

Newport Primary School

Category: Continuous Improvement

Research Cited: <http://nces.ed.gov/nationsreportcard/pdf/studies/2011459.pdf>

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be tracked using templates to guide instruction. This data tracking will help inform teachers of their students' growth in academics, behavior, and attendance.	Behavioral Support Program Academic Support Program	10/05/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith, L. Rehtin, T. Alexander

Activity - Data Talks with Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to talk with administration about their individual students based on data collected. These talks will include analysis of all academic, behavior, and attendance data. Novice reduction will also be discussed.	Academic Support Program	11/20/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, C. Hockensmith

Strategy3:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rehtin, T. Alexander

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Professional Learning Academic Support Program	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rehtin, Intervention Teachers

Goal 4:

NPS will increase teaching effectiveness, empowerment, and leadership among NPS teachers.

Measurable Objective 1:

collaborate to ensure teacher growth by 05/31/2017 as measured by TPGES evaluation system.

Strategy1:

Collaboration Meetings - NPS will protect time for teachers to collaborate with each other through various avenues. Some of these avenues consist of:

- Faculty Meetings
- PLCs
- Observations
- Curriculum Work Sessions
- Peer Observations
- Whole Child Meetings
- SIT meetings (Student Intervention Team Meetings)
- Intervention Team Meetings
- Admission Release Committee Meetings

Category: Teacher PGES

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - SBDM Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Committees will be developed and will work on specific policies along with other duties assigned by Site Based.	Professional Learning Other - Behavior and Academic Support Community Engagement Technology Parent Involvement Policy and Process Extra Curricular	10/07/2015	12/16/2016	\$350 - School Council Funds	J. Snapp

KDE Title I Report

Newport Primary School

Activity - Teachers as Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be identified as leaders through instruction. These teachers will be working on an area that they have excelled in previously. Teacher leaders will also be used as an observational tool for other teachers. This will enable other teachers to observe best instructional practices in order for them to grow professionally. Teachers will also be selected to be leads for PLCs. They will be responsible to run the PLC by using the DuFour PLC protocol.	Professional Learning Recruitment and Retention	07/21/2015	12/16/2016	\$0 - No Funding Required	J. Snapp, Teacher Leaders, C. Hockensmith

Strategy2:

Professional Development - Multiple professional development opportunities will be available to all teachers (based on student/teacher data) through various avenues to aid in the improvement of instruction.

Category: Continuous Improvement

Research Cited: <http://www.edweek.org/ew/articles/2012/12/05/13hughes.h32.html>

Activity - Curriculum Work Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided the opportunity to work as a collaborative grade level team to create and modify various curriculum documents along with their common assessments.	Professional Learning Academic Support Program	11/11/2015	05/23/2016	\$5000 - Title I Part A	J. Snapp

Goal 5:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

PLCs - Through PLC work using the DuFour methodology, teachers will desegregate data to guide daily instructions. This will positively impact overall academic achievement P-2.

Category: Professional Learning & Support

Research Cited: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/what-is-a-professional-learning-community>

Activity - PLC Leads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC leads have been appointed by the administrative team to ensure that the PLC protocol is implemented to fidelity. PLC leads will meet with administration monthly to discuss PLC meetings and next steps.	Professional Learning Policy and Process	09/14/2015	12/16/2016	\$8000 - General Fund	Joshua Snapp, Christa Hockensmith, PLC leads

KDE Title I Report

Newport Primary School

Strategy2:

Standards Based Instruction - Teachers are required to ensure all instruction is standards based. Grading also is required to be standards based.

Category: Continuous Improvement

Research Cited: http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/reconcilable_differences_standards-based_teaching_and_differentiation.aspx

Activity - Viable Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLCs, curriculum work sessions, and faculty meetings, teachers will have the opportunity to continue to improve NPS's curriculum maps to ensure that all standards are being taught to mastery.	Academic Support Program Professional Learning	07/27/2015	12/16/2016	\$10000 - Title I Part A	L. Rehtin, J. Snapp, C. Hockensmith

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will provide: -PD -Modeling of lessons -Providing materials -Serving as a peer observer -TPGES support -Intervention support -Support observations	Academic Support Program	08/12/2015	12/16/2016	\$43000 - Title I Part A	L. Rehtin, J. Snapp

Strategy3:

Data Review/Talks - Data review/talks will keep staff informed and held accountable for students at NPS. These talks will also include discussions on PGP's and SGG's to ensure their instructional success.

Category: Continuous Improvement

Research Cited: http://www.naesp.org/sites/default/file/student%20achievement_blue.pdf

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will focus on data pulls from MAP, AVMR, F&P, Common Assessment, Flashbacks, PLCs, District Learning Checks, SGG, Attendance, Discipline, Behavior and Academic interventions. This data will be discussed with staff one on one, PLC groups and as a whole staff.	Academic Support Program Behavioral Support Program	10/12/2015	12/16/2016	\$0 - No Funding Required	Josh Snapp, Christa Hockensmith, Tracey Alexander, Lauren Rehtin

Activity - MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum from NWEA to design differentiated small group instruction based on student data need.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Christa Hockensmith, J. Snapp, L. Rehtin

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	NPS provides effective, timely and additional intervention to students with the use of: -Intervention Team Meetings -Student Intervention Team Meetings -PLCs -Parent/Teacher Conferences -Data talks with administration	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	MAP data is used to identify students in need of addition instruction in reading and math.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Teachers and para-educators collaborate during planning and after school to plan for instruction based on student need as seen in formative and summative school data.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	The school CSIP has specific Goals, Objectives, and Strategies/Activities to aid in achievement of academic standards.	

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

By May 2020 the number of NPS non-duplicated GAP students with the performance level of novice in MAP math will be decreased by 50%. This will be determined by using cut scores aligned with KPREP.

Measurable Objective 1:

A 50% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and American Indian or Alaska Native students will increase student growth by novice reduction in Mathematics by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Academic Support Program Parent Involvement	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Behavioral Support Program Academic Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

Strategy2:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

SY 2015-2016

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, T. Alexander

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rechten, Intervention Teachers

Strategy3:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are begin met and they are successful.	Behavioral Support Program Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Goal 2:

NPS will increase the number of students who reach proficiency in reading from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in decoding text and comprehension in Reading by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

FRC - The FRC will provide support to families in order to remove barriers. This will directly impact the students' ability to focus on their

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learning.

Category: Other - Removing Barriers

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - Adopt a Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The majority of classrooms at NPS participate in the Adopt a Class program. This program is set up to where each classroom is paired with a business in the community. This business will come to the classroom for a lesson on consumerism as well as friendly visits to support students. They also take the students to their place of business for real world connections.	Academic Support Program Community Engagement Behavioral Support Program	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Lunch Buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Children are purposefully matched with an adult from the Big Brother/Big Sister organization as their lunch buddy. This lunch buddy will eat with their student once a week and will work on social skills with the child.	Behavioral Support Program Community Engagement	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Power Packs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Power packs are provided to specific students who were nominated by their teacher. These students receive a power pack every Friday afternoon for their nutrition over the weekend. These power packs are donated by the Free Store Food Bank.	Other - Removing Barriers Community Engagement	08/21/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Clothing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of clothing are available for students in need. Ranging from underwear to coats and gloves.	Other - Removing Barriers	08/17/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Strategy2:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in reading. This additional time for reading instruction will directly increase the proficiency on the reading MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page.

Category: Continuous Improvement

Research Cited: nces.ed.gov/pubs2009/attendancedata/chapter1a.asp

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Activity - Healthy Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General Education teachers and health teacher will teach students healthy habits to decrease student absences due to illness. Community health partners will also provide health education to all students.	Direct Instruction	09/07/2015	12/16/2016	\$0 - No Funding Required	K. Shoopman, K. Weaver, all classroom teachers, J. Snapp, M. Wesley

Strategy3:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Twitter connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Community Engagement Parent Involvement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational Information and activities will be shared with parents to help them be successful at home with their child.	Parent Involvement Community Engagement Academic Support Program	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Goal 3:

NPS will increase the number of students who reach proficiency in math from 27% to 72% by May 2017 in MAP using the cut scores aligned with KPREP.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency in the eight mathematical practices in Mathematics by 05/31/2017 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Increase Attendance - An increase of attendance will allow us to increase instructional time for all students in math. This additional time for reading instruction will directly increase the proficiency on the math MAP assessment. The strategy will be implemented through a number of activities. The office staff will monitor attendance daily and then report to staff via email so that everyone is on the same page

Category: Continuous Improvement

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General education teachers and health teacher will teach students healthy habits to decrease student absences due to illness. Community Health Partners will also provide health education to all students.	Direct Instruction	09/07/2015	12/16/2016	\$0 - No Funding Required	K. Shoopman, K. Weaver, J. Snapp, M. Wesley

Strategy2:

FRC - The FRC will provide support to families to remove barriers. This will directly impact the student's ability to focus on their learning.

Category: Other - Removing Barriers

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/what-is-rti-and-why-should-we-care.aspx>

Activity - Power Packs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Power Packs are provided to specific students who were nominated by their teacher. These students receive a power pack every Friday for their nutrition over the weekend. These power packs are donated by the Freestore Foodbank.	Community Engagement Other - Removing Barriers	08/21/2015	12/30/2016	\$0 - No Funding Required	Molly Wesley

Activity - Lunch Buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Children are purposefully matched with an adult from the Big Brother/Big Sister organization as their lunch buddy. This lunch buddy will eat with their student once a week and will work on social skills with the child.	Behavioral Support Program Community Engagement	09/14/2015	12/16/2016	\$0 - No Funding Required	M. Wesley

Activity - Clothing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All types of clothing are available for students in need, ranging from underwear to coats and gloves.	Other - Removing barriers	08/17/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Activity - Adopt a Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The majority of classrooms at NPS participate in the Adopt a Class program. This program is set up to where each classroom is paired with a business in the community. This business will come to the classroom for a lesson on consumerism as well as friendly visits to support students. They also take their students to their place of business for real world connections.	Behavioral Support Program Academic Support Program Community Engagement	09/14/2015	12/16/2016	\$0 - No Funding Required	Molly Wesley

Strategy3:

Increase Parent Involvement - By increasing parent involvement, student achievement will increase. This will be implemented by a variety of parent workshops and opportunities for parents to become involved in their child's education. We are hoping these opportunities will enable parents to feel more successful when helping their child at home.

Category: Other - Parent Involvement

Research Cited: <http://www.nea.org/tools/17360.html>

Activity - Twitter Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twitter will be used in order to have an open forum to discuss current events and instruction at NPS. #NPSTALK	Community Engagement Parent Involvement	11/23/2015	05/23/2016	\$0 - No Funding Required	J. Snapp

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month at NPS, parent workshops will be held for a certain grade level. Educational information and activities will be shared with parents to help them be successful at home with their child.	Parent Involvement Community Engagement Academic Support Program	09/22/2015	05/17/2016	\$2500 - Title I Part A	PLC leads, L. Rehtin, J. Snapp

Goal 4:

By May 2020, the number of students with a performance level of novice on MAP Reading will be decreased by 50%. This will be determined by spring cut scores aligned with K-PREP.

Measurable Objective 1:

A 50% decrease of Kindergarten, First and Second grade students will increase student growth through novice reduction in Reading by 05/29/2020 as measured by MAP cut scores aligned to KPREP.

Strategy1:

Collaboration Meetings - In order for students to be successful teachers need to collaborate with each other in order to meet the needs of the students.

Category: Continuous Improvement

Research Cited: http://www.2teachllc.com/RTI%20and%20coteaching_part1_psf.pdf

Activity - Whole Child Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers, intervention teachers, and regular education teachers meet together to discuss the students they have in common to ensure their needs are being met and they are successful.	Academic Support Program Behavioral Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	J. Snapp

Strategy2:

Early Childhood Education - From looking at the data here at NPS we know that students are not ready for school when they enter Kindergarten. The goal of this strategy is to hopefully improve their Kindergarten Readiness.

Category: Early Learning

Research Cited: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Activity - Kindergarten Bridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will go into the Kindergarten classrooms to observe how learning takes place in the kindergarten classroom.	Academic Support Program Behavioral Support Program	04/01/2016	05/20/2016	\$0 - No Funding Required	J. Snapp

Activity - Kindergarten Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of incoming Kindergarteners will be invited in to an orientation meeting where they will be informed about what will be expected of their child. They will be provided with materials to help with the success of their child.	Academic Support Program Parent Involvement	06/13/2016	08/15/2016	\$500 - Title I Part A	J. Snapp

Strategy3:

Academic/Behavior RTI - By closely monitoring academic achievement, RTI will be put into place for all GAP students. This will aid in closing their achievement gap.

Category: Continuous Improvement

Research Cited: <http://www.ascd.org/publications/books/109097/chapters/What-Is-RTI-and-Why-Should-We-Care.aspx>

Activity - SIT Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although SIT meetings have been in place for years, they have been modified by requiring the Instructional Coach to attend. Student Intervention Team Meetings are held monthly to address the needs of students achieving below grade level. Ideas are shared between teachers and admin. Behavior is also closely monitored and discussed.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	L. Rehtin, T. Alexander

Activity - Intervention Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and the Instructional Coach meet monthly to discuss the progress of students who are receiving Tier 3 services. These meetings discuss progress monitoring, intervention strategies, flexible grouping, referrals, and bridging student back into the classroom.	Academic Support Program Professional Learning	09/21/2015	12/16/2016	\$0 - No Funding Required	L. Rehtin, Intervention Teachers

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Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	The funds used from Title 1 are coordinated and integrated with other available funds such as: -FRC Funds -21st Century Funds -Carol White Funds -General Funds -School Funds -Professional Development Funds	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	Title 1 Part A funds along with other funding avenues allocated are noted in the CSIP.	