



# South Washington County Schools 2016-2019 School Improvement Planning

## Newport Elementary

<b>Principal:</b> Rich Romano	<b>Date Plan Completed:</b>  <b>Submit to Brian Boothe by December 1, 2016</b>	<b>SIP Meeting Dates and Times:</b> August 17, 2016
<b>School Improvement External Monitors and Support:</b> Julie Nielsen                      Mike Johnson Brian Boothe                        Matt Dorschner Abu Nayeem                         Gretchen Chilkott	<b>SIP Leadership Team Members:</b> Sara Bebeau                      Amy Kestner Lori Bertrand                      Kathy Koch Jane Endres                        Ann Madden Maureen Garrett                  Sue Wilson	<b>SIP Leadership Team Members, cont'd:</b>

- District Strategic Plan Key Elements (all in draft form until Fall 2016):
  - **Mission:** South Washington County Schools is committed to igniting a passion for lifelong learning.
  - **Vision:** YET TO BE DETERMINED
  - **Values:** Collaboration - Continuous Improvement - Equity - Integrity - Relationships
  - **Strategic Objective #1 - Personalization:** We will engage, motivate and empower each student through personal instruction creating shared ownership of learning.
  - **Strategic Objective #2 - Climate and Culture:** We will ensure safe, inclusive environments, and encourage diverse perspectives through engagement, innovation and creativity.

- Mission & Vision of School:

Vision:

The Vision of Newport Elementary School is to help students achieve academic and personal growth each year in order to be positive contributors in a global society.

**Mission:**

We will personalize learning for all students based on academic data.

We will function as a collaborative teaching community.

We will provide a positive, supportive and caring environment.

We will instill a passion for lifelong learning.

We will empower students to be innovative and creative thinkers.

We will infuse technology into our daily instructional practice.

## Evaluation of 2013-2016 School Improvement Plan:

Actions from 2013-16 SIP	Impact of Actions (Narrative)	Qualitative Data	Quantitative Data	How will this information be used in possible revision or formation of new goals?
RTI Intervention model (FLEX) for all Newport students.	<p>Every single student at Newport Elementary receives both Tier I and Tier II intervention support on a daily basis in the Flex model.</p> <p>Additionally, students who continue to struggle also receive Tier III services.</p> <p>The Flex model requires strategic use of assessments, data review, and re-grouping of students every 6-8 weeks.</p>			Belief and confirmation in the effectiveness in the RTI philosophy and the Flex model.

## 2016-2019 School Improvement Plan:

	Goal (written in SMART format) Note: Schools can use a variety of State, District or Common Classroom Assessments within their goal statements.	Alignment to the Strategic Plan: Which Objective(s) within the Strategic Plan does this goal align to?	What data was used as the basis for establishing this as a goal?		
Goal #1 Academic	70% of Newport Students will achieve proficiency on MCA reading and math assessments.	Personalization-The RTI philosophy and FLEX intervention delivery system allows educators the ability to assess and identify specific personalized educational needs.	Newport MCA scores: Reading: 40% Math: 65.8%		

		Furthermore it than provides teachers a structure to give personalized instruction to students.	2014-2015: 44.5% 2015-2016: 56.5% District avg.: 71.2%	62.2% 60.9% 69.2%		
Goal #2 Climate & Culture	The number of office referrals for negative behavior will decrease by 50% from 391 office referrals in 15-16 by June of 16-17. Furthermore, there were 356 boys referred to the office of the 391 office referrals in 15-16. The percentage of boys sent to the office will decrease to 75% of all office referrals by June of 16-17.	Climate and culture-A renewed effort at Newport Elementary school to reduce negative behavior and time out of class by helping students to self-regulate themselves thru the Zones of Regulation. Another important element will be school wide language and concrete steps for students to self-manage their own behavior before an office referral occurs.	There were 391 office referrals in 15-16 and there were 356 boys referred to the office.  The positive recognition programs of Work/Respect/Belong and Student of the Month honored ??? during the 15-16 school year.			

**Action Plans:**

Goal #1		
Action A	Responsible Party	What is the expected impact of this action? (Rationale)
Continuation of the RTI philosophy and FLEX intervention system for reading and math.	Principal, grade level teachers, FLEX teachers, Reading Specialist, EL teachers, Special Education teachers.	Personalized instruction that provides Tier I and Tier II instruction to all students every day at Newport. Additionally, Tier III instruction will be given to identified students needing extra support.

<p style="text-align: center;"><b>Action B</b></p> <p>Data collection and review process every 6-8 weeks to inform instruction.</p>	Responsible Party	What is the expected impact of this action?
	Principal, grade level teachers, FLEX teachers, Reading Specialist, EL teachers, Special Education teachers.	By assessing students and reviewing data every 6-8 weeks teachers will be able to identify student academic needs and provide more specific instructional intervention (personalization) to students. Assessing and reviewing data every 6-8 weeks allows teachers to provide flexible grouping for students.
<p style="text-align: center;"><b>Action C</b></p> <p>Staff development focus of unpacking standards and deepening number sense in math instruction.</p>	Responsible Party	What is the expected impact of this action?
	Principal, grade level teachers, FLEX teachers, Reading Specialist, EL teachers, Special Education teachers.	Focusing our staff development efforts on unpacking standards and math instruction will allow Newport teachers to strengthen our Tier I efforts in the regular education classroom where 80% of the needs of students are met. Greater understanding and precision use of the standards/math practices will increase the effectiveness of classroom teaching time and further student learning.

Goal #1 Timeline - This timeline should help to create a balance of time/resources/professional development needed to support the SIP Goal

The timeline should include the following:

- At least 2-3 checkpoints during the year to monitor effectiveness
- Professional Development to support actions (thinking long-term and short-term PD needs)
- Modification of goals with evidence and rationale

Goal #1 Timeline

August	September	October	November
SD in number sense k-2 and unpacking standards 3-5.	BAS/AMC/MAP assessments for all students k-5. Data review and FLEX intervention groupings. Begin FLEX intervention services for all students k-5. Monthly SD in number sense k-2 and unpacking standards 3-5. SITE team SIP review of goal #1.	FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2 and unpacking standards 3-5. SITE team SIP review of goal #1.	FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2 and unpacking standards 3-5. SITE team SIP review of goal #1.
December	January	February	March
FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2	Data review of December assessments and grouping reconfigurations. FLEX	FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2	FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2

and unpacking standards 3-5. BAS/AMC/MAP assessments for all k-5 students.	intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2 and unpacking standards 3-5. SITE team SIP review of goal #1.	and unpacking standards 3-5. SITE team SIP review of goal #1.	and unpacking standards 3-5. SITE team SIP review of goal #1. BAS/AMC and grade level common assessments for all k-5 students. Data review of March assessments and grouping reconfigurations.
April	May	June	July
FLEX intervention services daily for one hour for all students in k-5. Monthly SD in number sense k-2 and unpacking standards 3-5. SITE team SIP review of goal #1.	FLEX intervention services daily for one hour for all students in k-5. SITE team SIP review of goal #1 and reflection on the year.		

Goal #1 Findings: to be completed at the end of the year	
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Goal #2		
<b>Action D</b> Implementation of a school wide behavior intervention program	Responsible Party	What is the expected impact of this action?
	All staff	Reduce the amount of office referrals for non-serious offenses by creating more reflection/time-out steps before an office referral.
<b>Action E</b> Introduction of the Zones of Regulation school wide.	Responsible Party	What is the expected impact of this action?
	Zones committee and all staff.	Educate the staff on how the Zones program and how to teach students to monitor their feeling and how to self-regulate.

<b>Action F</b> <b>Continuation of positive behavior recognition programs at Newport.</b>	Responsible Party	What is the expected impact of this action?
	Principal, Social Worker, and all staff.	Continue to highlight positive student contributions to enhance the overall student climate at Newport.

Goal #2 Timeline - This timeline should help to create a balance of time/resources/professional development needed to support the SIP Goal

The timeline should include the following:

- At least 3 checkpoints during the year to monitor effectiveness
- Professional Development to support actions
- Modification of goals with evidence and rationale

Goal #2 Timeline

August	September	October	November
<p><b>Introduction of goal, building challenge, and Zones program to staff. Presentation of office referral program and staff expectations to staff.</b></p> <p><b>Positive programs:</b> Work/Respect/Belong teacher nominations and weekly drawings. Monthly “Student of the Month” celebration.</p>	<p><b>Posting of Zones posters in all classrooms. K-1 classroom visits by Social worker to teach the Zones program to students. Office behavior referral talks to all grade levels.</b></p> <p><b>Positive programs:</b> Work/Respect/Belong teacher nominations and weekly drawings. Monthly “Student of the Month” celebration.</p> <p><b>SITE team SIP review of goal #2.</b></p>	<p><b>Continuation of Zones education to k-1 and outreach to teachers in grades 2-5.</b></p> <p><b>Positive programs:</b> Work/Respect/Belong teacher nominations and weekly drawings. Monthly “Student of the Month” celebration.</p> <p><b>SITE team SIP review of goal #2.</b></p>	<p><b>Continuation of Zones education to k-1 and outreach to teachers in grades 2-5.</b> <b>Zones Committee meeting to review Zones education progress and office referral data.</b></p> <p><b>Positive programs:</b> Work/Respect/Belong teacher nominations and weekly drawings. Monthly “Student of the Month” celebration.</p> <p><b>SITE team SIP review of goal #2.</b></p>
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	SITE team SIP review of goal #2.	nominations and weekly drawings. Monthly “Student of the Month” celebration.  SITE team SIP review of goal #2.	SITE team SIP review of goal #2.
<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
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Goal #2 Findings: to be completed at the end of the year	
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