

# Newport Elementary School

## School Improvement Plan 2010-2012

*The vision of Newport Elementary School is for every student to graduate from high school, globally competitive for work and post secondary education and prepared for life in the 21st Century.*

*The mission of Newport Elementary School is to nurture the whole child and direct all students on the path toward productive global citizenship.*

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Newport Elementary School / 324	
<b>School Address:</b>	219 Chatham Street Newport, N.C. 28570	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	October 6, 2010	
<b>Principal Signature:</b>		<b>Date:</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

<b>Committee Position</b>	<b>Name</b>
Principal	Beth Lanning
Assistant Principal Representative	Richard Paylor
Co-Chair Person	Rose Clapsadl
Co-Chair Person	Gail Hook
Teacher Representative	Maryanna Bostwick
Teacher Representative	Elizabeth Decker
Teacher Representative	Laura Parish
Teacher Representative	Jody McClenny
Teacher Representative	Carol Mizelle
Teacher Representative	Tiffany Morton
Teacher Representative	Chrystla Perry
Teacher Representative	Allison Smith
Teacher Representative	Katrina Smith
Teacher Representative	Sherre Stroud
Inst. Support Representative	Elizabeth Thompson
Teacher Assistant Representative	Susan Newton
Teacher Assistant Representative	Melissa Mizell
Parent Representative	Jodi Justice

### School Data and Summary Analysis

*Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).*

# Newport Elementary School

## School Improvement Plan 2010-2012

<b>1. What did the analysis tell us about our school's strengths?</b>
Newport Elementary School:
<ul style="list-style-type: none"> <li>Effectively facilitates a collaborative process for including all staff members in data analysis in a timely and effective manner.</li> <li>The planning team has effective, ongoing processes for collaboration</li> <li>Teachers are certified at a rate of 100% in teaching in their curricular grade / area</li> <li>Provides timely communication to parents through school report cards, newsletters, and a frequently updated website</li> <li>Staff effectively functions as a professional learning community within teams using data to fuel decision making</li> </ul>
<b>2. What did the analysis tell us about our school's gaps or opportunities for improvement?</b>
Newport Elementary School:
<ul style="list-style-type: none"> <li>No clear plans to facilitate vertical articulation and transitions</li> <li>Not all students entering second grade are reading on grade level</li> <li>EC subgroup is not on trajectory to meet 2010-2011 AYP standards in reading and math</li> <li>Professional development offerings are insufficiently made available to meet all staff needs</li> <li>Technology insufficient in meeting requirements for 21st century globally competitive students and staff</li> </ul>
<b>3. Below was the data we were missing during our analysis and how we will collect this data in the future:</b>
<ul style="list-style-type: none"> <li>Vertical discussions between grade levels               <ul style="list-style-type: none"> <li>-teacher surveys</li> <li>-team meeting discussions</li> <li>-SBMT (Site Base Management Team) discussions</li> </ul> </li> <li>Curriculum back mapping plan for transition from k-2 to grade 3 in reading and math not available               <ul style="list-style-type: none"> <li>- vertical team meetings and discussions</li> <li>-delegate a committee of teachers from each of grades K-3 to write a back mapping plan</li> </ul> </li> </ul>
<b>4. Based upon the analysis conducted, the following were the 3-5 top priorities that emerged for our school with the relevant evidence to support them:</b>
<ul style="list-style-type: none"> <li>It is a priority for the EC subgroup to meet AYP standards in math and reading on EOG tests. Data Supporting: 2008-2009: EC subgroup reading proficiency – 58.2 EC subgroup math proficiency – 70.1 2009-2010: EC subgroup reading proficiency – 62.5 EC subgroup math proficiency – 76.8</li> <li>It is a priority for all students entering second grade to be reading on grade level. Data Supporting: Will use state reading assessments and DIBELS scores. Current 2nd grade average is Nonsense Word Fluency is 59% low risk, 34% some risk, and 7% at high risk. Current 2nd grade average for Oral Reading Fluency is 63% low risk, 23% some risk, and 14% at high risk.</li> <li>It is a priority for differentiated staff development offerings to meet the continuing education needs of all professional staff. Data Supporting:</li> </ul>

# Newport Elementary School

## School Improvement Plan 2010-2012

The 2009-2010 NC Teacher Working Conditions Survey showed that 78.7% of staff agreed that there were sufficient resources available for professional development. 80.6% agreed that an appropriate amount of time is provided for professional development. 80.0% agreed that professional development is differentiated to meet the needs of individual teachers.

### Priority Goal 1 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>		
	We must have all students reading on grade level by the beginning of second grade. Current 2nd grade average is Nonsense Word Fluency is 59% low risk, 34% some risk, and 7% at high risk. Current 2nd grade average for Oral Reading Fluency is 63% low risk, 23% some risk, and 14% at high risk.		
	<b>School Goal 1:</b>	<b>That K/1 teachers will focus on the Common Core Curriculum to ensure that all students entering second grade are reading at grade level.</b>	
	<b>Supports this district goal:</b>	Carteret County Schools will produce globally competitive students.	
	<b>Target:</b>	100% of students reading at grade level by the beginning of second grade.	
	<b>Indicator:</b>	DIBELS	
	<b>Milestone date:</b>	June 1 2011	
	<b>Goal 1 Improvement Strategies</b>		
	<b>Strategy 1: Comply with G.S. 115C-105.27 (b)</b>	<b>Action steps:</b>	
		1. Teachers will notify parents when their child is not reading at grade level.	
		2. Teachers will use DIBELS to monitor progress.	
		3. Parent involvement activities to train parents with reading strategies.	
		4. Teachers will begin to implement parts of the common core curriculum with their standard course of study.	
		5. Assign Title 1 reading specialists to work exclusively with targeted first grade students.	
6. Each teacher will have, to the greatest extent possible, five hours of planning each week and a duty free lunch every day.			
<b>Strategy 2: Implement "Foundations" in grades K-1</b>	<b>Action steps:</b>		
	1. Professional development for all K-1 and Title 1 teachers		
	2.		
	3.		
<b>Strategy 3:</b>	<b>Action steps:</b>		
	1.		
	2.		

# Newport Elementary School

## School Improvement Plan 2010-2012

	3.				
	4.				
	<b>How will we fund these strategies?</b>				
	<b>Funding source 1:</b>	Other	<b>Funding amount:</b>	\$140,600.00	
	<b>Funding source 2:</b>	Other	<b>Funding amount:</b>	\$17,000.00	
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00	
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00	
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00	
	<b>Total Initiative Funding:</b>			\$157,600.00	
	<b>Review frequency:</b>	<b>Quarterly 1<sup>st</sup> Review date 2/1/11</b>			
	<b>Assigned Implementation Team:</b> Leader: Jody McClenny. Carol Mizelle, Darlene Humphrey, Donna Small, Deborah Penley, Jami Davia, Stephanie Tootle, Tina Tedder, Trisha Hoehn, Samantha Chapoton, Linda Josey, Polly Sonnier, Alisha Lewis, Robin Smith, Pat Jones, Janet Smith, Cheryl Twigger, Andrea Brown, Carrie Stroud, Christina Emory, Tiffany Morton, Megan Foster, Kimberly Warren, Teresa Meza, Rose Clapsadl, and Gail Hook.				
	<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>			
		DIBELS			
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
	DIBELS semesterly reports.				
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>				
	1 <sup>st</sup> grade students began the year: Phoneme Segmentation – 53% Low Risk, 24% Some Risk, 23% High Risk; Nonsense Word Fluency – 43% Low Risk, 28% Some Risk, and 29% High Risk. 1 <sup>st</sup> grade middle of the year: Phoneme Segmentation – 90% Low Risk, 9% Some Risk,				

# Newport Elementary School

## School Improvement Plan 2010-2012

	1% High Risk; Nonsense Word Fluency – 54% Low Risk, 38% Some Risk, 8% High Risk.
	* Strategies proven effective by data.
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>
	No Change
<b>Priority Goal 2 and Associated Strategies</b>	
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>
	Our EC subgroup is not targeted to meet minimum AYP standards for 2010-2011. Current Status is reading 62.5% proficient and math 76.8% proficient.
	<b>School Goal 2:</b>
	<i>Federal standards indicate that 10-11 test scores must be AYP reading 71.6% and math 88.6%.</i>
	<b>Supports this district goal:</b>
	<i>Carteret County Schools will produce globally competitive students.</i>
	<b>Target:</b>
	At least 88.6% of EC students proficient in math; 71.6% of EC students proficient in reading
	<b>Indicator:</b>
	EOG scores
	<b>Milestone date:</b>
	6/9/2011
	<b>Goal 1 Improvement Strategies</b>
<b>Strategy 1: To ensure appropriate instruction for all EC students.</b>	<b>Action steps:</b>
	1. All EC students will receive reading and math instruction in the regular classroom as well from EC specialists as indicated by their IEP.
	2. Hire additional EC teacher.
	3. Examine students' IEP's to determine if EXT 1 and EXT 2 are being appropriately prescribed.
	4. Correlating regular ed curriculum with IEP goals for all EC students.
	5. Hire tutor(s) to assist with EC math and reading.
	6. Consistently utilize ClassScapes, SRI, and other appropriate formative assessments to detect student weaknesses and provide differentiated instruction based on this data.
<b>Strategy 2:</b>	<b>Action steps:</b>
	1.
	2.
	3.
	4.

# Newport Elementary School

## School Improvement Plan 2010-2012

<b>Check</b>	<b>Strategy 3:</b>		<b>Action steps:</b>	
			1.	
			2.	
			3.	
			4.	
	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	\$0.00
	<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$3,400.00
	<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
	<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$266,100.00
	<b>Total Initiative Funding:</b>			\$269,500.00
	<b>Review frequency:</b>		Quarterly – First review date 2/1/11	
	<b>Assigned Implementation Team:</b>			
	Leader: April Smith. Denise Ball, Chrystla Perry, Mari Kelley, Rachel Harding, Beverly Martucci, Trish Dale, Rachel Woolard, Lauren Riley, Des Florence, April Perry, Kara Rolon, Alicia Cole, Felicia Wright, Cindy Garner, Janelle Bryson, Ashley Lawrence, Laura Parish, Elizabeth Decker, Staci Hammond, Betty Wray, Maryanna Bostwick, Allison Smith, Eric Dougherty, Kim Huebner, and Brian Huebner.			
<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>				
Computer Created Curriculum (CCC) for math assessment, SRI for reading assessment, and EOG scores				
<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
Monthly team meetings to assess status of EXT 2 offerings. Weekly Assessments in CCC lab. Monthly SRI assessments. Yearly assessment of EOG scores.				

# Newport Elementary School

## School Improvement Plan 2010-2012

<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
	<b>(Beginning of School Year)</b> 3 <sup>rd</sup> grade students in reading, data projects 1 out of 15 EC students passing the EOG; 4 <sup>th</sup> grade students in reading, data projects 1 out of 18 students to pass EOG; 5 <sup>th</sup> grade students in reading, data projects 0 out of 26 students to pass EOG.	
	<b>(Middle of School Year)</b> 3 <sup>rd</sup> grade students in reading, data projects 3 out of 15 EC students passing the EOG; 4 <sup>th</sup> grade students in reading, data projects 2 out of 18 students to pass EOG; 5 <sup>th</sup> grade students in reading, data projects 1 out of 26 students to pass EOG.	
	<b>(3<sup>rd</sup> 9 weeks)</b> 3 <sup>rd</sup> grade students in reading, data projects 4 out of 15 EC students passing the EOG; 4 <sup>th</sup> grade students in reading, data projects 2 out of 18 students to pass EOG; 5 <sup>th</sup> grade students in reading, data projects 0 out of 26 students to pass EOG.	
	<b>(Beginning of School Year)</b> 3 <sup>rd</sup> grade students in math, data projects 0 out of 15 EC students passing the EOG; 4 <sup>th</sup> grade students in math, data projects 1 out of 18 students to pass EOG; 5 <sup>th</sup> grade students in math, data projects 0 out of 26 students to pass EOG.	
	<b>(Middle of the School Year)</b> 3 <sup>rd</sup> grade students in math, data projects 4 out of 14 EC students passing the EOG; 4 <sup>th</sup> grade students in math, data projects 2 out of 17 students to pass EOG; 5 <sup>th</sup> grade students in math, data projects 1 out of 24 students to pass EOG.	
	<b>(3<sup>rd</sup> 9 weeks)</b> 3 <sup>rd</sup> grade students in math, data projects 6 out of 14 EC students passing the EOG; 4 <sup>th</sup> grade students in math, data projects 1 out of 16 students to pass EOG; 5 <sup>th</sup> grade students in math, data projects 2 out of 24 students to pass EOG.	
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>	
	*Graphing and Charting Assignments to increase motivation and growth.	
	*EC teachers communicate with regular education teachers about student progress and skills to preteach whenever possible.	
*Hill Rap and Hill Write courses for students		
*EC teachers being trained in Math Foundations to add to regular classroom work.		
New Strategies after 3 <sup>rd</sup> 9 weeks:		
**EC teachers consulting with regular ed teachers after Mock EOGs to determine the biggest needs of the students in preparation for EOG testing		
**Staff Development training in math.		
**Participated in Bridges Training to align with grade level curriculums and provide best instruction practices to EC students.		
<b>Priority Goal 3 and Associated Strategies</b>		
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>	
	<ul style="list-style-type: none"> <li>Professional development offerings are insufficiently made available to meet all staff needs in a timely manner. Current status (based on NC Teacher Working Condition Survey) is 78.7% of staff agreed that there were sufficient resources available for professional development. 80.6% agreed that an appropriate amount of time is provided for professional development. 80.0% agreed that professional development is differentiated to meet the needs of individual teachers.</li> </ul>	
	<b>School Goal 3:</b>	<b>Provide more professional development in areas of</b>

# Newport Elementary School

## School Improvement Plan 2010-2012

<b>need for all teachers and follow-up evaluation of the staff development with results being communicated to teachers.</b>			
<b>Supports this district goal:</b>	Carteret County Schools will be led by 21st century professionals.		
<b>Target:</b>	At least 95% of professional staff will agree that professional development is differentiated to meet the needs of individual teachers.		
<b>Indicator:</b>	NC Teacher Working Conditions Survey		
<b>Milestone date:</b>	June 9 2011		
<b>Goal 3 Improvement Strategies</b>			
<b>Strategy 1: To provide differentiated staff development offerings to meet the continuing education needs of all professional staff.</b>	<b>Action steps:</b>		
	1. Create a staff development committee to manage staff development offerings and funds		
	2. Educate staff concerning funds available for staff development and procedures for accessing monies.		
	3. Surveys to determine staff development needs.		
	4. Utilize in-house expertise to provide staff development.		
	5. Provide opportunities for staff development during the regular school day to accommodate the schedules of all staff.		
<b>Strategy 2:</b>	<b>Action steps:</b>		
	1.		
	2.		
	3.		
<b>Strategy 3:</b>	<b>Action steps:</b>		
	1.		
	2.		
	3.		
<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Federal Funds - Title 1	<b>Funding amount:</b>	\$16,000.00
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$0.00
<b>Funding source 3:</b>	State funds DSSF	<b>Funding amount:</b>	\$0.00
<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$0.00
<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$0.00
<b>Total Initiative Funding:</b>			<b>16,000.00</b>
<b>Review frequency:</b>	Yearly		
<b>Assigned Implementation Team:</b>			
Leader: Su-Lin Banks, Joy Whichard, Dona Styron, Mari Kelley, Betty Wray, Janelle Bryson, Kathryn Lowrie, Denise Ball, Sherry Cogger, and Brian Huebner.			

# Newport Elementary School

## School Improvement Plan 2010-2012

<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
	Teacher Working Conditions Survey
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
	Yearly survey to assess data.
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>
	*Say if it's going well and why
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>
	* say no change or list change

**Title I School-wide Compliance Review and Plan**

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

# Newport Elementary School

## School Improvement Plan 2010-2012

**School-wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

--	--

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>			X		
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

--	--

# Newport Elementary School

## School Improvement Plan 2010-2012

<p><b>High-quality and ongoing professional development:</b> Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>	X	X	X			
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						
<p>Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:</p>							
<p><b>Strategies to attract highly qualified teachers to high-need schools:</b> Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>			X			
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						

# Newport Elementary School

## School Improvement Plan 2010-2012

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Newport Elementary School encourages and invites parental involvement through:

- Parent Advisory Counsel
- PTO
- Parent participation in SIP committee
- Updated school webpage
- Individual teacher webpages
- Title 1 open house
- Counselor newsletters
- Parent volunteer training
- Parenting classes
- Parent involvement activities
- Home visits
- Community clean-up

# Newport Elementary School

## School Improvement Plan 2010-2012

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:							
<ul style="list-style-type: none"> <li>• More-at-Four-Program at NES serves fourteen at-risk four year olds</li> <li>• Home visits by pre-k and kindergarten teachers</li> <li>• Staggered entry for all kindergarten students</li> <li>• Community daycare visitation</li> <li>• Early registration night</li> <li>• Open house for kindergarten students and parents</li> <li>• Hearing, speech, and vision prescreenings</li> </ul>							
Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.							
This school improvement plan addresses this requirement.		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	<b>Strategy 1</b>	X	X				

# Newport Elementary School

## School Improvement Plan 2010-2012

Please see the priority goals and strategies noted to the right:	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

--

--

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

--

--

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

# Newport Elementary School

## School Improvement Plan 2010-2012

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>					
Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						