

NEWPORT INDEPENDENT SCHOOLS

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

ASSURANCE CERTIFICATION

School Year 2011-2012

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the Kentucky Comprehensive Improvement Planning Guidebook. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Superintendent: Dan Sullivan                      Date: June 29, 2011  
Board Chairperson Andrea Janovic                      Date: June 29, 2011

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive Improvement Planning Web Page.

LOCAL PROGRAM CONTACTS  
 Comprehensive Improvement Plan for SY 2011-2012

<u>FEDERAL GRANT PROGRAMS 2008-2009</u>	LOCAL CONTACT EMAIL	LOCAL TELEPHONE
NCLB, Title I: Part A (Improving Basic Programs)	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
NCLB, Title I: Part B (Even Start Continuation)		
NCLB, Title I: Part C (Education of Migratory Children)		
NCLB, Title I: Part D (Neglected and Delinquent)		
NCLB, Title II: Part A (High Quality Teachers and Principals)	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
NCLB, Title II: Part D (Education Technology)	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
NCLB, Title V: Part A (Innovative Programs)		
Individuals with Disabilities Education Act (IDEA) Basic	<a href="mailto:marilyn.galvin@newport.kyschools.us">marilyn.galvin@newport.kyschools.us</a>	859-292-3040
Individuals with Disabilities Education Act (IDEA) Preschool	<a href="mailto:marilyn.galvin@newport.kyschools.us">marilyn.galvin@newport.kyschools.us</a>	859-292-3040
McKinney -Vento Homeless Education Act (NCLB Title X Part B)	DPP-TBA	859-292-3001
Carl D. Perkins Vocational and Technical Education Act- Basic	<a href="mailto:john.sowinsky@newport.kyschools.us">john.sowinsky@newport.kyschools.us</a>	859-292-3005
Extended School Services/Safe Schools	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
Gifted and Talented Education	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
State Preschool Program	TBA	859-292-3001
Kentucky Education Technology System	<a href="mailto:kevin.mccormick@newport.kyschools.us">kevin.mccormick@newport.kyschools.us</a>	859-292-3072
Textbooks	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001
Professional Development	<a href="mailto:reggie.taylor@newport.kyschools.us">reggie.taylor@newport.kyschools.us</a>	859-292-3001

## DISTRICT IMPROVEMENT PLAN EXECUTIVE SUMMARY

**Mission Statement:** To nurture, guide, instruct, and challenge our students; to equip them with the intellectual and social skills needed to function successfully and wisely as adults in a complex, diverse world.

**Vision:** Newport Independent School District aspires to be an exemplary school system, a system that delivers on the promise of providing all of the children of this community with access to high quality education, a safe, inviting environment and the best possible chances of success. We aspire to develop a culture committed to high expectations for our students and staff-a culture that respects and celebrates diversity, disciplined work and an unwavering dedication to continuous improvement. We aspire to share this vision with our parents and community – to inspire and empower them to support and guide our students’ interests and decisions.

### **Plan Summary**

The Comprehensive District Improvement Plan will support individual school plans and district needs. The district will continue to implement, monitor, and evaluate the aligned curriculum. Analysis of test data will be on-going to determine strengths and weaknesses of instruction. To address achievement gaps and AYP, the district-wide focus will be on reading and math. Emphasis will be on engaging all students in effective, varied and research-based practices to improve student performance.

The district will continue working with schools on improving school climate and relations with parents and community groups to remove barriers to learning. The readiness of young children will be enhanced through enhanced preschool services. Safety and discipline will be addressed. Parent involvement activities will be supported. High quality professional development will support the district’s and schools’ efforts to improve instruction and to address the achievement gaps for all students.

The district will focus on building leadership capacity for administrators and teachers through individual growth plans and intensive and sustained professional development. Evaluation of staff members will be appropriate and consistent. Resources will be available to support high student and staff performance. District board policies and SBDM policies will be reviewed and supported to focus on teaching and learning.

### **Needs Assessment**

The district priority needs are based on several areas of data: an analysis of KCCT test data in October, 2010; MAP/EPAS data;; non-cognitive data; TELL Survey (2011); professional development analysis; feedback from Collaborative Work Time; review of the *Standards and Indicators for School/District Improvement*; an analysis of 2010 KCCT results to determine achievement gaps among various groups of students; I & I Reports; School Needs Assessment; February, 2011 Achievement Gap Biennial Targets; SBDM reports; Title I reports; KCSS Safety audit; the 2010 AYP Report; a review of the present 2010-11 Comprehensive District/School Improvement Plans and the May 2011 KDE District/High School Leadership Assessment Reports.

The areas of focus for the 2011-2012 Comprehensive District Improvement Plan will be on the district deficiencies as identified by the 2011 District Leadership Assessment Report. A basic plan has been developed with various stakeholders to include teachers, students, parents, administrators, community members, and classified employees. The plan will be revised in September, 2011.

### **Process Summary**

During 2004-05, Newport Independent School District developed a Five-Year Strategic Plan. The district and schools were audited by SchoolMatch Consulting Firm, KDE, Cincinnati Bell, and the Consortium for Public Research in Education (CPRE). Results from these audits and community meetings have been utilized to develop previous and present plans. Input from the community was used to form beliefs, vision and mission statements.

**Process Timetable**

- Biennial targets for achievement gaps were presented to the BOE in February, 2011. Staff members were present to discuss the gaps and to examine objectives for meeting the goals.
- Section 7 requests were made to the Superintendent who made recommendations to the BOE at the May meeting.
- A KDE District Leadership Assessment Audit was completed in Newport Schools in May, 2011. The report focuses on 6 main deficiencies to be addressed by the district.
- A public meeting to present and to adopt the plan will be held in June, 2011.

Revisions to 2010-2011 Comprehensive District Improvement Plan

Due to not attaining district AYP status for two consecutive years, Newport Independent School district revised the Comprehensive District Improvement Plan to address student achievement gaps and grade reconfiguration issues in December, 2010.

A district committee, composed of teachers, parent, school administrators, intervention coaches, union representatives, curriculum consultants, and SBDM Council members met on November 9, 2010 for the purpose of identification and prioritization of student goal performance areas in reading, math and language usage. Based on the data from Fall MAP scores, strengths and challenges were identified and steps were planned, in addition to implementation timelines.

October 25, 2010	Special Education District Committee
November 9, 2010	District Committee meets to identify & prioritize student performance goals based on MAP data for reading and math to address Tier II document revision requirements.
December, 2010	Public Review-Central Office
December 15, 2010	Board of Education approves revisions to CDIP, 2010-2011
May 16, 2011	Newport District Leadership Assessment Report received from KDE
May 25, 2011	Report discussion at regular BOE May meeting
June 7, 2011	District Committee meets to review District Deficiencies and Next Steps in Supporting its Low Performing Schools.
June 10, 2011	Central Office staff meets to review District Deficiencies and Next Steps in Supporting its Low-Performing Schools
June, 2011	Public Review-Central Office
June 29, 2011	BOE approval

**Evaluation**

The plan will be monitored and adjusted to address new needs. Constant review and revision of the Improvement Plan will continue to on-going following the release of new assessment data, survey data, and benchmark progress. Implementation and Impact Checks will be conducted and reported to the BOE on a quarterly basis beginning August, 2011. District findings and school findings will be shared during monthly administrator meetings for possible revisions. Building level administrators will share information during school staff and council meetings for possible recommended revisions.

Comprehensive District Improvement Plan  
2011-2012  
Stakeholder Committee Members and Plan Writing Team

**Participant**

Janet Ball  
Gena Combs  
Nicole Cottongim  
Jennifer Davis  
Laurie Franzen  
Marilyn Galvin  
Mark Goetz  
Diane Hatfield  
Penny Hatter  
Wendy Holtman  
Josh Jackson  
Beth Lange  
Kevin McCormick  
Pam Rye  
Melissa Sheffel  
John Sowinsky  
Bonnie Stacey  
Dan Sullivan  
Reggie Taylor  
Joy Tucker  
Tete Turner  
Donna Watts

**Stakeholder Group**

NHS Vocational Teacher  
Parent  
Adult Education  
Media Specialist  
District Math Coordinator  
Director, Special Education  
Director, Pupil Personnel  
Curriculum Specialist, Jr. High, Content Leadership Network  
Secretary  
Coordinator, GEAR UP  
Principal, Intermediate School  
Director, School Based Health Center  
Director, Technology  
Assistant Superintendent for Instruction/GT/ESS/PD/Preschool  
Board of Education Member, Parent  
Assistant Superintendent  
NHS Teacher-NHS Advisory SBDM Council  
Superintendent  
District Assessment Coordinator, ESL  
Teacher, Newport Teacher Association  
Treasurer  
NHS FRYSC Coordinator

Action Component Academic Performance School District X Preliminary Revised X

District Name Newport Independent Schools

Component Manager Reggie Taylor

School Name \_\_\_\_\_ (If App.)

Current Date June, 2011

X Public Private, Non-Profit

I.

<p><b>Priority Need: May, 2011 KDE Leadership Assessment Report</b>  <b>The dysfunctional relationship among the local school board, superintendent, high school staff, school council and union is impeding the district’s ability to meet the needs of the students.</b></p> <p>Classroom instruction in the high school is not consistently rigorous, effective, student-centered and does not meet the unique learning needs of students.</p> <p>Teachers and students do not demonstrate a clear understanding of rigor and proficiency in their work.</p>	<p><b>Goal (Addresses the Priority Need)</b>                  District leadership will develop a process for monitoring curriculum, assessment, and instruction to provide rigor and proficiency with specific focus on the NHS SIG. 50% or greater of all students will be reading on grade level as measured by the Spring MAP assessment. 50% or greater of all students will be on grade level for math as measured by the Spring MAP assessment.</p>
<p><b>Cause(s) Contributing Factors: Based on KDE Leadership Assessment Report</b></p>	<p><b>Objective(s) with Measures of Success:</b></p>
<p><u>Curriculum:</u></p> <ol style="list-style-type: none"> <li>1. A systematic process to eliminate curricular overlaps and gaps in the district curriculum. (p.13)</li> <li>2. No systematic plan has been implemented to sustain efforts to identify issues with transition points or to monitor plans to address transition curricular issues. (p. 14)</li> <li>3. District leadership states the expectation that a rigorous, common academic core is offered to all students but does not ensure that this occurs for all students. (p.15)</li> </ol> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> <li>1. District does not ensure that school councils’ assessment policies address classroom assessments. (p.18)</li> <li>2. District and high school leadership do not work collaboratively with the school staff to design authentic, rigorous assessment tasks that are aligned with Kentucky standards. (p. 18)</li> <li>3. District leadership does not regularly provide assistance in analyzing these</li> </ol>	<p><u>Curriculum</u></p> <p>A.1 District leadership will ensure a systematic process is in place to review, revise and monitor the curriculum to be measured by an increase in assessment results.</p> <p>A.2 District leadership will develop and monitor a plan to identify and address transition issues as measured by an increase in assessment results.</p> <p>A.3 A curriculum that is rigorous and addresses the common academic core will be provided for all students as measured by unit and lesson plans.</p> <p><u>Assessment</u></p> <p>A.1 Classroom assessment will be addressed in school councils’ policies and plans as evidenced by current council documents and implementation results.</p> <p>A.2 District leadership will lead collaborative efforts with all schools to design authentic, rigorous assessment tasks that are aligned with standards and that produce increased results.</p> <p>A.3 A schedule of data analysis activities will be developed to provide instructional</p>

<p>data and other assessment results and they do not consistently monitor the efforts of school leadership and teachers to do so. (p.19)</p> <p>4. District leadership has not ensured that all teachers receive training in using a protocol for analyzing student work nor has a protocol been provided by the district. (p.19)</p> <p><u>Instruction :</u></p> <ol style="list-style-type: none"> <li>1. District leadership does not conduct walkthroughs but has a plan to initiate walkthroughs for the 2011-2012 school year. This planned process does not focus on rigorous, authentic or research-based instructional strategies.(p.23)</li> <li>2. District leadership does not monitor to ensure that school leadership is providing professional development in research based instructional strategies or monitoring the effective use of such strategies and activities by teachers in all classrooms. (p.24)</li> <li>3. District leadership does not monitor to ensure teachers provide activities that promote higher level learning. (p. 24)</li> <li>4. District leadership does not ensure that all schools use data to determine necessary interventions for individual students. (p. 24)</li> <li>5. District and high school leadership do not regularly monitor the effectiveness of instructional strategies and activities in meeting the unique, diverse needs of students. (p.25)</li> <li>6. There is not a systematic process for evaluating proper implementation of available technology. (p.26)</li> <li>7. District leadership does not monitor to ensure that high school leadership evaluates instructional resources necessary to impact the diverse needs of students and ensure that resources are current and enhance student learning. (p.26)</li> <li>8. District leadership does not monitor to ensure that school homework policies and practices are established and homework assignments are equitable, developmentally appropriate, or offer a meaningful extension of classroom learning. (p.28)</li> </ol>	<p>adjustments.</p> <p>A.4 Training on protocol for analyzing student work will result in higher test results.</p> <p><u>Instruction</u></p> <p>A.1 District leadership will monitor classroom instruction strategies by conducting learning walks on a regular basis which will result in more effective teaching as measured by test results.</p> <p>A.2 District leadership will conduct monthly checks with school leadership to assess how data is being used to determine intervention as measured by data board information.</p> <p>A.3 The district will regularly monitor the effectiveness of instruction in meeting diverse needs of students as measured by grades, failure rates and attendance.</p> <p>A.4 The district will provide resources that current and that enhance student learning as measured by inventories and test scores.</p> <p>A.5 The Technology Department will develop a system to evaluate the use of available technology in the schools as measured by evaluation results.</p> <p>A.6 The district will review all schools' homework policies to ensure appropriate assignments as evidenced by grades and test results.</p>
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Action Component Academic Performance School \_\_\_ District X Preliminary Revised X  
 District Name Newport Independent Schools Component Manager Reggie Taylor  
 School Name \_\_\_\_\_ (If App.) Current Date May, 2011  
 Private, Non-Profit

X Public

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
Curriculum A.1.a	District/school staff will continue to review and refine the state and local curriculum documents and curriculum maps to establish vertical/ horizontal alignment. The focus will be on Common Core Standards, Assessment, and Learning Targets.	District curriculum content will be aligned with local, state, and national standards and research in all content areas. KDE Common Core Standards will be included into all appropriate NIS curriculum documents.	Reggie Taylor  Curriculum Specialists Principals	7/11	6/12	\$1,309,521	Title I
Curriculum A.1.b	All CTE teachers will have a curriculum that is aligned to the state curriculum documents and skills standards in their area. Departments will meet monthly to review skills standards and to assess classroom implementation.	Higher percentage of vocational students will pass the Skills Standards Test. 2009-10-33.3% 2010-2011- 38.2% %  For 2011-2012, we are projecting a pass rate of 40%.	Janet Ball	7/11	5/12	TBA  TBA	Perkins Funds  State Vocational
Curriculum A.1c	Wellness (nutrition and physical activity) will be promoted through the curriculum i.e. science, health, practical living, and after school clubs, Kids Café , Backpack Program, substance abuse counseling, 21 <sup>st</sup> Century Grant etc.	The curriculum will be implemented to support instruction on health and wellness issues. Students will become healthier as measured by participation and assessments in health and fitness programs	Reggie Taylor Beth Lange	7/11	6/12	TBA  TBA	P.E.T.T  21 <sup>st</sup> Century Grant  Free Store Foodbank
Curriculum A.2a	Collaborative work time will continue to be utilized to address development and implementation of curriculum, assessment and instruction. The district will initiate discussions that will address these	Instruction at all levels (with focus on transition levels) will reflect plans made during collaborative work time. Monitoring of the work time will require the use of the state and local curriculum documents to guide	Reggie Taylor School Principals	9/11	5/12	\$0.00	

Comprehensive District Improvement Plans

	<p>areas:</p> <ul style="list-style-type: none"> <li>• Curricular gaps and overlaps</li> <li>• Transition issues</li> <li>• Vertical alignment</li> <li>• KDE Common Core Standards</li> <li>• Instructional practices</li> <li>• Analysis of assessments</li> <li>• Development of standards based assessment</li> <li>• Collaborative work time will be scheduled for two Wednesday's per month.</li> <li>• Program Reviews</li> <li>• RTI (Academic) &amp; (Behavior)</li> </ul> <p>Agendas and products will be submitted by schools.</p>	<p>curriculum development, analyze assessments, and eliminate unintentional curricular gaps.</p> <p>Teachers will have time to work together by grade level and across schools.</p> <p>Curriculum issues can be addressed and resolved at key transition points with the focus on literacy and math.</p> <p>Increased assessment scores- in reading and math.</p> <p>More emphasis on data analysis and instructional adjustments.</p>	School Curriculum Staff				
Curriculum A.2b	<p>The district will continue to work with the Newport Early Childhood Initiative to establish a curriculum that reflects transition into kindergarten .</p>	<p>Programming will be more equitable for all preschool students in preparation for entering primary school.</p>	Director of Early Childhood (TBA)	7/11	6/12	\$61,422  \$18,867	KERA Preschool  IDEA Preschool
Curriculum A.3a	<p>The district will continue to provide the most appropriate programming for exceptional children (inclusion, collaboration, differentiated curriculum, IEP, GSSP, 504 plans) A GT teacher will be for elementary/secondary.</p> <p>Special Education teachers will receive PD to use MAP results to translate test scores into instructional objectives in reading and math.</p>	<p>All students will have access to the common academic core curriculum with appropriate modifications/ accommodations as prescribed by highly qualified teachers.</p> <p>Secondary dropout rates will be decreased by focused strategies.</p> <p>Achievement gaps will be closed to meet adequate yearly progress under No Child Left Behind</p> <p>Newport will meet AMO in Reading and Math for students with a disability.</p>	Marilyn Galvin GT Coordinator (TBA)	7/11	6/12	\$41,034 TBA  \$536,918	G/T Education  IDEA-Basic

<p>Curriculum A.3b</p>	<p>The district will support collaborative efforts of the secondary schools to ensure that the school curriculum has intentional links to continuing education, life and career options. Students will have access to guidance services, career planning, college and health fairs, co-op programs, Advanced Placement courses, dual credit courses, articulation agreements, vocational classes/Career Pathways and GEAR UP college information.</p> <p>Each student in grades 6-12 will have an ILP that is reviewed by students, parents and school staff. A process will be developed to evaluate the ILP.</p> <ul style="list-style-type: none"> <li>The District will continue the KY Scholars Program for grades 8,9, 10 and 11. This will include emphasis upon career and educational planning.</li> <li>The District will participate in the STRIVE Program to encourage students to pursue post –secondary options.</li> </ul>	<p>Students will become familiar with a variety of post-secondary education and career options.</p> <p>Students will have access to life skills to prepare them to become self-sufficient citizens.</p> <p>Graduation rates will increase from 71.6% (2009-10) to 90% (2010-11). Drop out rates will decrease from 6.19%(2009-10) to 4.19% (2010-11). Retention rates will decrease from 2.75% in (2009-10) to 2.00% in (2010-2011).</p> <p>The KY Scholars Program will promote a rigorous curriculum which will prepare students for EPAS. The number of students attending post-secondary institutions will increase from 61.32% % (2009-10) to 65%% (2010-11) and college bound from 48.11%(2009-10) to 50% (2010-11).</p>	<p>Reggie Taylor Laurie Franzen Meg Flynn Stephanie Strausbaugh</p> <p>Curriculum Specialists</p> <p>Principals</p> <p>Matt Atkins</p> <p>GEAR UP</p>	<p>7/10</p>	<p>6/11</p>	<p>\$0.00</p>	
<p>Assessment A.1a A.2a</p>	<p>Teachers and administrators will be trained to use assessment data to determine strengths and weaknesses of instruction and RTI. This procedure will be present in current SBDM policies.</p> <ul style="list-style-type: none"> <li>The district will utilize results from KCCT, MAP, EXPLORE, PLAN, ACT, TCS 3 and DIAL to make</li> </ul>	<p>The district will have multiple classroom assessments that are aligned with Common Core Standards. Assessments will be standards-based and rigorous.</p> <p>Meaningful feedback from assessment data will inform teachers to make appropriate modifications of instruction which addresses gaps and</p>	<p>Reggie Taylor Laurie Franzen</p> <p>Principals</p> <p>Curriculum Staff</p>	<p>7/11</p>	<p>6/12</p>		<p>Title I A Plan</p>

	<p>instructional adjustments.</p> <ul style="list-style-type: none"> <li>• Other program specific assessments will be administered, (Example- Special Education)</li> <li>• Formative and summative assessments will be developed.</li> <li>• There will be a RTI plan to identify and implement interventions to targeted students with focus on the NHS SIG.</li> <li>• Sample proficient &amp; distinguished work, scoring guides, rubrics and Performance Level Descriptors will be consistently used with students to communicate learning standards.</li> <li>• There will be development of multiple types of assessments.</li> <li>• Data Retreats will be held in Fall, Winter, and Spring.</li> </ul>	<p>other instructional purposes.</p> <p>RTI procedures and strategies will be implemented. Teachers will have organized approach to interventions and program monitoring.</p>					
<p>Assessment A.3a</p>	<p>The district will ensure that all staff are involved in data analysis activities to provide instructional adjustments.</p> <p>The district assessment coordinator will conduct training on Program Review implementation.</p> <p>The district assessment coordinator will lead 3 Data Retreats to monitor</p>	<p>Teachers know how to organize instruction based on assessment. More students will become proficient as measured by increased test scores.</p> <p>Writing instruction becomes more consistent and focused on the requirements of the Writing Program Reviews. Classroom instruction in all content areas includes the writing process as measured by classroom</p>	<p>Reggie Taylor</p>	<p>7/11</p>	<p>6/12</p>	<p>\$0</p>	

	school test results and instructional adjustments after MAP testing.	grades, writing for portfolio development, writing to learn, and writing to demonstrate learning.					
Assessment A.4a	<p>The district will provide direction and opportunities for teachers to analyze assessments.</p> <p>Training will be provided on analyzing student work.</p>	<p>Improvement of instruction will result in higher test scores as measured by various assessments.</p> <p>Teachers will be able to work collaboratively to assess student work.</p>	<p>Reggie Taylor Laurie Franzen</p> <p>Principals</p>	7/10	6/11	\$0.00	
Instruction A.1a A.2a A.3a	<p>The district will provide support, including resources and opportunities, to align instructional strategies and learning activities with student learning styles, diverse needs, and national/state/ local assessment goals with the focus on literacy and math.</p> <p>Weekly learning walks will be conducted to monitor instructional strategies. They will focus on rigorous, authentic and research-based instructional strategies.</p> <p>Feedback will be provided to school leadership and teachers.</p> <p>Areas of training and implementation include:</p> <p><u>Literacy</u> Resources include: Reading is Fundamental Preschool Family Literacy Compass Learning Phonics Dance Recipe for Reading Compass Learning Adult Education-GED ESS Services including Day Waiver</p>	<p>Reading and math scores will increase. to the KCCT state average or above.</p> <p>Schools will achieve AYP.</p> <p>Achievement gaps will be eliminated. (SB 168)</p> <p>Performance standards will be clearly communicated and observable in student work.</p> <p>Teachers will receive direct support from Curriculum Specialists at NMS and NHS.</p> <p>Transition issues will be addressed by principals.</p> <p>Learning walks will indicate the effective use of instructional strategies.</p> <p>Grades and tests scores will increase.</p> <p>The impact of interventions will be measured by increased test scores (data board).</p>	<p>Reggie Taylor Laurie Franzen</p> <p>Director of Early Childhood</p> <p>Principals</p> <p>Curriculum Staff</p> <p>Media Specialists</p>	7/11	6/12	<p>\$36,333</p> <p>\$251,328</p> <p>\$7,495</p>	<p>ESS</p> <p>Title IA</p> <p>Title IIA</p> <p>PD</p> <p>General Fund</p>

	<p>Literacy Consultants NMS-Read 180, System 44, Expert 21 NKCES Literacy Programs Reading and Writing Coaches Library Programs PLATO-NHS</p> <p><u>Math</u> NKU River Cities Initiative Connected Math Toyota STEM Grant</p> <p><u>Assessments:</u> MAP, EXPLORE, PLAN, ACT,COMPASS</p> <p><u>Opportunities:</u> Collaborative Work Time Professional Development-11-12 .</p>						
Instruction A.2b	<p>The district will monitor instructional practices to ensure effective and varied instructional strategies are implemented in classrooms.</p> <p>Schools will complete the development of Common Core Standards rollout which will include research based practices for differentiation, pre-assessment of student readiness, learning interests, and other student-centered strategies.</p>	<p>Varied and effective instructional strategies will lead to an increase on assessment results for reading and math.</p> <p>AYP will be achieved in all schools.</p> <p>Data board information will show an increase in MAP and other assessment scores.</p>	<p>Reggie Taylor Laurie Franzen</p> <p>District Curriculum Staff</p> <p>Principals</p>	7/11	6/12		<p>PD</p> <p>Title I A Plan</p>
Instruction A.3a	<p>District leadership will provide professional development on differentiation strategies and on expanded collaboration between regular classroom teachers and</p>	<p>The achievement gap and dropouts will decrease as instructional strategies are both enhanced and strategically designed to meet the learning needs of all children.</p>	<p>Reggie Taylor Marilyn Galvin GT Coordinator</p>	7/11	6/12	\$	<p>PD</p> <p>Gifted /Talented</p>

	<p>specialists in gifted and special education.</p> <p>There will be collaboration training for regular education teachers.</p>						Title IIA
Instruction A.4a	<p>The district will assist schools in the identification, selection, and acquisition of instructional resources that reflect diversity and are developmentally appropriate for students.</p> <p>Inventories of resources will be conducted by schools. Efforts will be made to provide adequate instructional materials to teachers.</p>	<p>Students will have instructional resources available for use in 100% of the classrooms.</p> <p>Resources will be current and address diverse student needs.</p> <p>Media Centers will receive adequate resources from local schools.</p>	<p>Reggie Taylor</p> <p>Board of Education</p> <p>SBDM</p>	7/11	6/12	\$0	Textbook Funds
Instruction A.5a	<p>The Technology Department will develop a system to evaluate the use of available technology in the schools and its impact on learning.</p> <p>Technology will be regularly integrated into teaching and student work .</p> <p>Training will be provided to teachers on the use of new technology during team plan times or afterschool sessions.</p> <p>New Technology-ENO Boards</p> <p>NHS-SMART Boards</p>	<p>Resources will support instructional programs that actively engage all students.</p> <p>KETS Progress Goals will be met.</p> <p>Students and staff will become proficient in the use of technology as measured by performance indicators.</p> <p>All instructional areas will have equitable use of technology for the developmental needs of students.</p> <p>Technology will be current and meet the guidelines as outlined in the District Technology Plan.</p> <p>Assessment results will increase in reading and math</p> <p>Compass Learning will be implemented</p>	<p>Reggie Taylor</p> <p>Laurie Franzen</p> <p>Board of Education</p> <p>SBDM</p> <p>Chief Information Officer</p>	7/11	6/12	<p>\$42,246</p> <p>\$107,494.20</p>	<p>KETS</p> <p>E-Rate</p>
Instruction A.6	<p>The district will review homework policies to ensure appropriate assignments. District staff will meet</p>	<p>Appropriate homework policies will result in meaningful extensions of classroom work.</p>	<p>Reggie Taylor</p> <p>School principals</p> <p>SBDM Council</p>	7/11	6/12	\$0	

	<p>with school leadership and SBDM councils to review the policies.</p> <p>School leadership will develop a communication plan for parents to promote involvement in their child's extended learning.</p>	<p>Instruction will be enhanced for students which will be reflected in grades and test scores.</p> <p>Parents will become more knowledgeable of the classroom content and expectations for their children.</p>					
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Action Component Learning Environment School  District  Preliminary  Revised

District Name Newport Independent Schools Component Manager Reggie Taylor School Name \_\_\_\_\_

(If App.) Current Date June, 2011

Public  Private, Non-Profit

**I.**

<b>Priority Need: Based on KDE Leadership Assessment Report, May, 2011</b>	<b>Goal: (A Goal addresses a Priority Need)</b>
The district has not developed an intentional comprehensive plan to improve school culture and climate.	An intentional comprehensive plan to improve school and climate will result in improved school culture and increased test scores with specific focus on NHS SIG. 50% or greater of all students will be reading on grade level as measured by the Spring MAP assessment. 50% or greater of all students will be on grade level for math by the Spring MAP assessment.

**II.**

<b>Cause(s) Contributing Factors: Based on KDE Leadership Assessment Report</b>	<b>Objective(s) with Measures of Success:</b>
<p><u>School Culture</u></p> <ol style="list-style-type: none"> <li>District has not conducted walkthroughs in the high school to evaluate the learning climate. (p. 31)</li> <li>District leadership and high school leadership have failed to fully and effectively engage parents in the teaching and learning processes of their children. (p.32)</li> <li>District leadership does not consistently or effectively review or monitor the implementation of classroom management or academic and discipline policies and procedures at the high school. (p. 33)</li> <li>District leadership has proposed a plan to address truancy and teenage pregnancy as part of strategies to reduce the dropout rate, but the plan has not been approved or implemented. (p.35)</li> <li>Parents are rarely asked to give insight to student behavior and academic performance. (p.35)</li> <li>District leadership does not have a systematic plan for celebrating the achievements of students. (p.35)</li> <li>There is not an aggressive, community-based, comprehensive recruiting program in the district to address the recruitment and retention of a racially-diverse staff to ensure an adequate number of highly qualified ethnically-diverse teachers and administrators as role models for students. (p.36)</li> </ol> <p><u>Student, Family and Community Support</u></p> <ol style="list-style-type: none"> <li>District leadership does not always involve parents when addressing issues facing the school system, limiting parental involvement. (p.39)</li> <li>Cultural diversity training has not been provided for all teachers to help them understand various learning needs and styles. (p.40)</li> </ol>	<p><u>School Culture</u></p> <ol style="list-style-type: none"> <li>A.1The district will conduct learning walks in all schools to evaluate the learning climate measured by improved instructional strategies and increased test scores.</li> <li>A.2District/school plans for parent involvement will effectively engage parents in teaching and learning processes as measured by number of involved parents.</li> <li>A.3The district will develop a plan to address classroom management and discipline issues at each school as measured by a decrease in discipline referrals and suspensions.</li> <li>A.4The district will review, revise and implement a plan to address habitual truancy and other risky behaviors as measured by attendance , dropout, and retention rates.</li> <li>A.5The district/schools will develop a comprehensive program to increase staff and student achievements as measured by number of events.</li> <li>A.6The district will design a plan for recruiting racially, ethnically-diverse teachers and administrators as measured by employment rates.</li> </ol> <p><u>Student, Family and Community Support</u></p> <ol style="list-style-type: none"> <li>A.1 A plan to provide cultural diversity training to all schools with emphasis on its impact on learning as measured by participation and follow up plans.</li> <li>A.2Assignments that are based on student needs will be monitored by the district leadership as measured by grades and test results.</li> </ol>

3. District and school leadership do not collaborate to ensure all student assignments for instruction are based on identified student needs. (p.40)
4. District and school leadership do not ensure that the board policy is implemented as stated. (p.41)
5. District leadership does not monitor to ensure that school leadership provides opportunities for these (ILP's) to be collaboratively developed by the student, parents and advisor. (p.41)

- A.3The district leadership will review and revise ESS board policy for its effectiveness as measured by number of participants and grades.
- A.4The district leadership will monitor ILP development at the middle school and the high school as measured by completion rate and utilization of plans by students and teachers.

Professional Growth, Development, and Evaluation

1. Individual growth of all certified and classified staff to successfully impact and improve student achievement is not ensured. (p.45)
2. District leadership does not collaborate with school leadership to develop and implement an intentional plan for building the capacity of the instructional staff to impact student achievement. (p.45)
3. District leadership does not ensure that there is an intentional planned sequence of professional development activities developed at all schools before professional development is delivered. (p.45)
4. District leadership does not ensure that most professional development activities are job-embedded and ongoing. ( p. 45)
5. District leadership does not ensure that all professional development activities are directly connected to student learning needs as determined by data analysis. (p.46)
6. District and school policy do not fully implement this policy (Evaluation). (p.46)
7. District and school leadership do not have formal procedures in place to effectively monitor and evaluate the impact of professional development activities and expenditures on meeting the unique needs of students. (p.47)
8. The district does not ensure that individual growth plans will be cooperatively developed, implemented, monitored and used as a tool for evaluation at the district and school levels. (p.47)
9. The comprehensive district improvement plan does not significantly address instructional leadership needs. (p.47)
10. District leadership does not monitor to ensure connectivity of individual growth plans to professional development activities for improving student learning. (p.49)

Professional Growth, Development and Evaluation

- A.1District leadership will develop and monitor individual growth plans to ensure that they successfully impact and improve student achievement as measured by test scores.
- A.2NIS will collaborate with all schools to develop an intentional plan to build the capacity of instructional staff as evidenced by professional development evaluation results and more effective teaching.
- A.3District/school leadership will develop intentional, job-embedded professional development to connect to student learning needs and with IGP's as measured by increased student test scores.
- A.4 District/school leadership will full implement the board evaluation policy as evidenced by completed, accurate staff evaluations.
- A.5The district will develop the CDIP to address instructional leadership needs as measured by more effective teaching and increased test scores.

Action Component Learning Environment School  District  Preliminary  Revised

District Name Newport Independent Component Manager Reggie Taylor School Name \_\_\_\_\_  
 \_\_\_\_\_ (If App.) Current Date June, 2011

Public  Private, Non-Profit

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs	Fund Source
School Culture A.1a A.3a	The district requires practices and procedures in schools that ensure a safe, orderly, and equitable environment through a local facilities plan and discipline plans. The district will conduct walkthroughs in all schools to evaluate learning climate.  School facilities will monitored for cleanliness and maintenance. (TELL)	Safe and orderly buildings wherein students, teachers, and parents use appropriate procedures that facilitate richer teaching and learning.  Feedback from learning walks will be used to improve discipline and classroom management.  Schools will be safe and accessible.	Reggie Taylor DPP John Sowinsky Dan Sullivan  School principals  School staff  SBDM Councils	7/11	6/12	\$15,111	State Safe Schools
School Culture A.1b A.3b	The district stresses consistent, school-wide discipline policies and support services that are developed with input from students, and that are based on positive reinforcement. NMS will continue with the 4A system. Other schools will be required to develop a school-wide behavior/discipline plan .  SBDM policies will be reviewed and revised, if necessary.  Teachers will communicate high expectations for behavior and academics.	A focus on school-wide, positive and equitable discipline programs and services, and clear expectations that are understood and reinforced by all stakeholders, encourage regular attendance and participation, and facilitate better use of time, allowing higher levels of teaching and learning.  Discipline referrals and suspensions will decrease. Time on task will increase as classroom disruptions are decreased.	Reggie Taylor DPP  School Principals  School staff  SBDM Councils	7/11	6/12	\$0	
School Culture A.2a	The district will revise and implement a plan to address habitual truancy and other risky behavior. The district will establish procedures for addressing dropout, attendance, and retention issues.	Successful implementation of the plan will result in fewer discipline referrals, better attendance, less suspensions and retentions.  Test scores will improve with the use of interventions	DPP Reggie Taylor Dan Sullivan Marilyn Galvin				

**Comprehensive District Improvement Plans**

	Options will be considered as an alternative classroom, additional interventions , teacher mentors, and professional assistance with behavior at NHS. The district will monitor discipline practices at NHS. (TELL)  A day care center will be developed at NHS to address teenage mother child care issues.						
School Culture A.2b	The district implement programs and target resources to reduce the impact of socio-economic, physical and cultural factors on learning. These programs will also address cultural diverse groups including LEP children who will be assisted in learning to speak, read, write and comprehend the English language and to meet state content and performance standards.	Dropout rates/retentions will decrease.  Attendance and graduation rates will increase.  Test scores will increase.  Students may earn GED	Reggie Taylor  Nicole Cottingim  FRYSC Coordinators Paul Baker Molly Wesley-Chevalier Donna Watts	7/11	6/12	\$  \$290,000	Adult Ed.  FRYSC
School Culture A.2c	To increase attendance and reduce the dropout rate, the district/schools will provide curricular and co-curricular success at high levels for all students through various programs including Gifted/Talented, FRYSC, IDEA, ESS, Preschool and Extended Day Preschool, community agencies, PLATO, Read 180/System 44, Expert 21, 21 <sup>st</sup> Century Grant, School Based Health Center, and school clubs.	Reductions in achievement gaps will result from coordinated efforts to meet students’ physical, emotional, and academic needs and from increased student engagement and attendance. Fewer students will fail and dropout numbers will decrease.	Dan Sullivan GT Coordinator Children Inc. Marilyn Galvin Brennan Jackson Diane Hatfield Beth Lange	7/11	6/12		G/T  FRYSC  Title IIA  Preschool  ESS  Title I  IDEA
School Culture A.4a	District/schools will develop relationships with parents and improve communication: by providing resources and training for office staff in customer service; by scheduling meetings with parents to explain such issues as progress reports and ILP’s; by analyzing and publicizing assessment results; by publishing	Customer service will improve communication skills of school clerical staff.  Parents will: be welcomed into schools and district offices; will be better informed about the roles they can play in the educational processes of curriculum, assessment, and	Dan Sullivan Reggie Taylor Laurie Franzen  School principals  FRYSC Coordinators  School staff	7/11	6/12		Title I

**Comprehensive District Improvement Plans**

	<p>regular newsletters; by utilizing the website; by providing publicity via the Wildcat local cable channel; by employing the School Messenger system; and by providing opportunities to recognize contributions of parents.</p> <p>School Messenger and website postings will be in both English and Spanish to meet the needs of our growing Hispanic population.</p>	<p>instruction; know the importance of regular attendance and of setting educational goals with their children; and be aware of events, programs, and celebrations concerning their children.</p> <p>Student achievement will increase as a result of strong relationships that grow with informed, active and regular parent engagement.</p>	<p>Meg Flynn Stephanie Strausbaugh</p>				
School Culture A.4b	<p>District supports and encourages efforts to involve parents as active contributors to educational planning and programs by providing information linking achievement to attendance; by emphasizing from primary school forward that future goals must include post-secondary achievement; by utilizing Prichard graduates; by encouraging wellness programs (such as teen pregnancy health) for parents, students and/or the community; by teaching parents how to help students with literacy activities.</p>	<p>As actively engaged, informed parents partner with schools, students will realize many benefits: Students will attend school more regularly; set, and work toward, goals for post-secondary; and will take advantage of opportunities for learning during and outside the school day. Fewer students will drop out of school.</p> <p>Achievement Gaps will be reduced.</p>	<p>Dan Sullivan Reggie Taylor Meg Flynn Stephanie Strausbaugh FRYSC Coordinators Beth Lange</p>	7/11	6/12		Title I  SBHC
School Culture A.4c	<p>The welcome/enrollment center will continue to register and provide orientation for new families and students in order to focus on student readiness from preschool through grade 12, and in order to focus on transition points within and across schools.</p> <p>Parents will be welcome into the school district.</p>	<p>Parents who need support during registrations, or those who have children who will be in more than one school, will have a streamlined standard process of enrollment.</p> <p>Communication, with the assistance of translators, if needed, to parents and students about expectations and goals will support students emotionally, socially, and academically, and will provide for students developmental needs.</p>	<p>Angie Hall DPP</p>	7/11	6/12	\$	General Fund
School Culture A.5a	<p>A district plan will be developed to recognize student, staff, and parent achievements at district and school</p>	<p>Celebration of achievement will establish a better district/school climate.</p>	<p>Reggie Taylor  FRYSC Coordinators</p>	8/11	5/12	\$0	

**Comprehensive District Improvement Plans**

	<p>events.</p> <p>Recognition will occur monthly at regular board meetings.</p>	All groups feel success as evidenced by better attendance and test scores.	Meg Flynn Stephanie Strausbaugh				
School Culture A.6a	<p>The district will assist schools by recruiting and retaining highly qualified and inspiring teachers in a fair and equitable manner. A focus will be on recruiting racially, ethnically diverse teachers and administrators.</p> <p>The district will recruit at university job fairs. The district will be represented by diverse staff.</p> <p>All new teachers will receive orientation and mentors.</p>	Needs of diverse parents and students will be addressed. Attendance rates and test scores will increase.	Dan Sullivan HR Director Reggie Taylor				Title IIA
Student, Family & Commun. Support A.1a	<p>The district/schools will continue to provide professional development on diversity, urban and equity issues, promote and model the belief that all children can learn at higher levels. The focus will be on various learning styles and needs.</p> <p>A cultural diversity plan will be implemented. Follow up will be monitored by the district.</p>	<p>The achievement gap will narrow as students achieve at higher levels as their cultures, beliefs, and learning styles are respected.</p> <p>Follow up will show increased attention to diversity issues as evidenced by lesson plans and assessments.</p>	Reggie Taylor Marilyn Galvin Building Principals	7/11	6/21	\$	Title II A Plan
Student, Family & Commun. Support A.1b	<p>The district supports schools as they implement a k-12 comprehensive guidance program to establish and monitor schedules for classes and for enrichment activities, for the purpose of meeting the needs of all students, including transient and homeless students.</p> <p>Needs of diverse students will be addressed in terms of social, academic &amp; emotional issues.</p> <p>Post secondary planning will be</p>	<p>All students will be encouraged to set and pursue postsecondary educational goals, including the use of funds such as STRIVE.</p> <p>Beginning at grade 6, all students will develop Individual Learning Plans, and will be guided in revisiting them regularly. All students will have access to the core curriculum and the extensions that provide for increased depth and complexity, so that all students will achieve at higher levels, and so that fewer students drop out and</p>	<p>Reggie Taylor Meg Flynn Stephanie Strausbaugh</p> <p>School Principals</p> <p>School Staff</p>	7/11	6/12	\$0	

**Comprehensive District Improvement Plans**

	<p>available for all students with a focus on diverse student groups.</p> <p>Career opportunities will be made available through Coop Programs and Career Fairs.</p>	<p>achievement gaps will narrow .</p> <p>Higher percentages of students will complete a transition to post secondary education or work. More students will pass classes and attendance will increase.</p>					
Family & Commun. Support A.2a	<p>The district will collaborate with schools to ensure that student assignments for instruction are based on student needs.</p> <p>Learning walks will evaluate how assignments are made.</p>	<p>Identification of student needs will be addressed by necessary interventions. Test scores will increase.</p>	<p>Reggie Taylor Laurie Franzen</p> <p>School Principals</p> <p>Curriculum Staff</p>	7/11	6/12	\$0	
Family & Commun. Support A.3a	<p>The district will review and revise ESS board policy for its effectiveness.</p> <p>The district/schools will encourage students to take advantage of opportunities to receive instruction, practice, and refinement of skills, both within and outside the school day with ESS, ESS Day Waiver, 21<sup>st</sup> Century Grant, and Big Brothers-Big Sisters mentoring.</p>	<p>Students who do not qualify for special services (i.e. IDEA, Gifted Talented) will also achieve at higher levels due to an intentional focus on strategies and opportunities to meet their individual needs, thereby reducing achievement gaps.</p>	<p>Dan Sullivan Reggie Taylor</p>	8/11	6/12	\$	ESS 21 <sup>st</sup> Century Grant
Family & Commun. Support A.4a	<p>The district leadership will monitor ILP development at the middle school and high school.</p> <p>Both schools will have plans on how the ILP's are developed by students, parents and advisor. The plans will also address how the ILP's are used.</p>	<p>By a collaborative plan among students, parents, and teachers, the student will have continuous progress toward successful achievement. This is measured by utilization of plans. Test scores will increase.</p> <p>At risk students will be less likely to drop out.</p>	<p>Reggie Taylor Meg Flynn Stephanie Strausbaugh</p> <p>School Principals</p>	8/11	6/12	\$0	
Prof. Growth, Dev. & Evaluation A.1a	<p>The district leadership will monitor Individual Professional Growth Plans of administrators and staff to be aligned with student achievement and school and district needs.</p>	<p>Strategic and enhanced professional growth of leadership and staff members will result in higher student achievement and in narrowing gaps.</p> <p>Administrators will receive Certified</p>	<p>Dan Sullivan Reggie Taylor HR</p> <p>School Principals</p>	7/11	6/12	\$	PD

	School leaders will receive training in cooperatively developing the IGP's with staff and how to use them to increase student performance.	Evaluation Training through KASA approved sessions.					
Prof. Growth, Dev. & Evaluation A.2a A.3a	<p>District will establish a process for evaluating, and monitoring implementation as follow-up for PD. Professional development will focus on the identified needs of schools and districts in areas such as:</p> <ul style="list-style-type: none"> <li>• Early Childhood</li> <li>❑ Collaboration (Special Needs, Gifted)</li> <li>❑ Wellness</li> <li>❑ Reading in the Content Areas</li> <li>❑ Differentiated Instruction</li> <li>❑ Learning Styles/Multiple Intelligences</li> <li>❑ New Teachers Institute</li> <li>❑ Mathematics Writing authentic assessments (Constructed Response, multiple choice, projects/presentations, etc.)</li> <li>❑ MAP Assessments, Benchmarking</li> <li>❑ Analyzing student assessments</li> <li>❑ Program Reviews</li> <li>❑ Embedding technology in all areas of curriculum, instruction, assessment, and data management.</li> <li>❑ Authentic Parent Involvement</li> <li>❑ Revised KDE Standards</li> <li>❑ RTI Development</li> <li>❑ Suicide Prevention-Secondary</li> <li>❑ Descartes</li> <li>❑ Compass Learning</li> <li>❑ Everyday Math</li> </ul> <p>Evaluation results for professional</p>	<p>Improved teaching and student learning will occur because Individual Professional Growth Plans (PGPs) will target needs of individual teachers and administrators, as determined by various methods and instruments. Professional development will continue to be job-embedded; monitoring and follow-up will occur to evaluate implementation and quality.</p> <p>Professional development will continue to be job-embedded and its monitoring by principals and curriculum specialists will be expected at schools to meet their PD goals.</p>	Reggie Taylor Director of Early Childhood Marilyn Galvin Laurie Franzen	7/11	6/12		<p>Prof. Dev. KETS, Local Funds, E-Rate Title I PD Title II A Plans</p> <p>Title I District Required PD</p>

	<p>development will be communicated to teachers in a timely manner. (TELL) PD will be differentiated to meet the needs of individual teachers. (TELL)</p> <p>PD will be intentional, job-embedded for the identification and implementation of specific research-based strategies to improve instruction.</p> <p>PD and Early Release plans will be submitted to the district for review.</p> <p>At NHS, Reading and Math Educational Recovery Teams will work with the school and district leadership teams to design and deliver job-embedded PD.</p>						
Prof. Growth, Dev. & Support	<p>District/school leadership will fully implement the board evaluation policy.</p> <p>Certified Evaluation training will be provided in district for all administrators.</p>	District/school leadership will be able to more effectively evaluate staff.	Dan Sullivan HR Reggie Taylor				
Prof. Growth, Dev. & Evaluation A.5a	<p>The CDIP will address instructional leadership needs.</p> <p>Professional growth for administrators will be provided with in-district and out-of-district training. Indistrict will include classroom management, school-wide behavior plans, development of PLC's.</p> <p>Some principals will be attending KLA.</p> <p>EILA hours will be offered for the training.</p>	<p>School leadership will be able to connect to student learning needs.</p> <p>Evaluation of staff will result in higher test scores</p>	Dan Sullivan Reggie Taylor  School Principals	7/11	6/12		Title I

Action Component Efficiency

School  District  Preliminary  Revised

District Name Newport Independent Schools

Component Manager

Reggie W. Taylor

School Name \_\_\_\_\_

Current Date

June, 2011

Public

Private, Non-Profit

**I.**

<b>Priority Need: Based on the KDE Leadership Assessment Report, May, 2011</b>	<b>Goal: (A Goal Addresses a Priority Need)</b>
The evaluation system is not being effectively used to promote high expectations and accountability for all staff members.	Effective staff and program evaluation will result in improved leadership and instructional effectiveness with the specific focus on the NHS SIG. 100% of staff evaluations will meet or exceed teacher/administration standards.

**II.**

<b>Cause(s) Contributing Factors-Based on KDE Leadership Assessment Report, May, 2011</b>	<b>Objective(s) with Measures of Success:</b>
<p><u>Leadership</u></p> <ol style="list-style-type: none"> <li>1. There is not a systematic process to proactively and consistently consult with school staff or union leadership before making decisions that affect them. (p.53)</li> <li>2. District leadership does not monitor to ensure that school leadership effectively disseminates new information to the faculty and ensures that school staff members understand how to use the curriculum resources. (p.54)</li> <li>3. District leadership does not monitor the minimizing of disruptions and protection of curricular time. (p.54)</li> <li>4. There is a lack of technology at the high school. (p.55)</li> <li>5. District leadership does not monitor the implementation of council policies and by-laws. (p.55)</li> <li>6. Use of the principal evaluation protocol and individual growth plan is inconsistent. (p.56)</li> <li>7. There is a dysfunctional relationship between the district and schools that impedes high student achievement and their efforts to effectively address the learning needs of children. (p. 58)</li> </ol> <p><u>School Organization and Fiscal Resources</u></p> <ol style="list-style-type: none"> <li>1. District leadership has not developed or implemented a plan for monitoring educational programs. (p.59)</li> <li>2. District and school leadership do not collaborate to ensure that staff assignments are organized to maximize their impact on student achievement. (p. 60)</li> </ol>	<p><u>Leadership</u></p> <ol style="list-style-type: none"> <li>A.1 District leadership will develop a systematic process for staff (certified and non-certified) and/or union input for decision-making as measured by CDIP/CSIP/SBDM policies.</li> <li>A.2 District leadership will monitor dissemination of information by school leadership as measured by team planning and its implementation.</li> <li>A.3 School plans to minimize disruptions and to protect curricular time will be developed as measured by master schedules and use of student schedules.</li> <li>A.4 District leadership will review all school technology plans and current technology inventory as measured by school reports.</li> <li>A.5 A district SBDM coordinator will monitor implementation council policies and by-laws as measured by SBDM minutes and CSIP's.</li> <li>A.6 District leadership will ensure that principal evaluation and individual growth plans are consistently implemented as measured by student test results.</li> <li>A.7 District/school leadership will collaborate with a "facilitator" to address the dysfunctional relationship as measured by progress in working together.</li> </ol> <p><u>School Organization and Fiscal Resources</u></p> <ol style="list-style-type: none"> <li>A.1 District leadership will monitor educational programs with holding school leadership responsible for evaluating the programs as measured by improved teaching strategies and test scores.</li> <li>A.2 District leadership will work with school leadership and SBDM councils to</li> </ol>

<ol style="list-style-type: none"> <li>3. There is no formal process to monitor the use of resources, classroom management practices and school organizational structure to ensure that instructional class time is being used efficiently. (p.60)</li> <li>4. District leadership has not developed a formal process to monitor the use of allocated funds to measure their impact on student achievement. (p. 62)</li> <li>5. District leadership does not hold school leadership accountable for monitoring and evaluating programs within their school. (p.64)</li> </ol>	<p>organize staff assignments to maximize impact on student achievement as measured by increased test scores.</p> <p>A.3District leadership will develop a process to monitor the use of resources, classroom management practices and school organizational structure to ensure that instructional class time is being used efficiently as measured by budgets, schedules and discipline records.</p> <p>A.4District leadership will develop a formal process to the monitor the use of allocated funds to measure their impact on student achievement as measured by budgets and direct correlation of expenditures.</p>
<p><u>Comprehensive and Effective Planning</u></p> <ol style="list-style-type: none"> <li>1. The goals and objectives in the comprehensive district improvement plan are clearly and concisely stated but are not always defined in measurable terms. (p.66)</li> <li>2. The CDIP does not always provide measurable benchmarks that are consistently clear and monitored and reported at regular intervals.(p.67,70)</li> <li>3. There is not an intentional, systematic, formal evaluation process outlined to determine the effect of the CDIP on student achievement and classroom practice. (p.68)</li> </ol>	<p><u>Comprehensive and Effective Planning</u></p> <p>A.1The goals and objectives of the CDIP will be written in measurable terms as evidenced by 2011-2012 plan.</p> <p>A.2The CDIP will be reported in measurable terms in regular intervals as measured by board reports.</p> <p>A.3District leadership will develop an intentional, systematic, formal evaluation process of the CDIP to determine its effect on student achievement and classroom practice as measured by increased test scores.</p>

Action Component Efficiency  School  District Preliminary  Revised

District Name Newport Independent Schools Component Manager Reggie W. Taylor

School Name \_\_\_\_\_ Current Date December, 2010

Public  Private, Non-Profit

III. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
Leadership A.1a	The district leadership will develop a systematic process for staff and/or union input for decision-making.  PLC's will be established to create an environment that fosters mutual cooperation, emotional support and professional growth.	Decisions affecting staff behavior and expectations will be made in a collaborative effort.  PLC's will work to improve school climate and student achievement.  PLC's will build a strong support system leading to long-term instructional gains.	Dan Sullivan Reggie Taylor Union leadership School leadership	8/11	6/12	\$0	
Leadership A.2a	The district curriculum committee will be composed of school leadership and district curriculum staff. Information that is disseminated in this committee and others will be effectively shared with staff members in a timely manner. District leadership will monitor faculty meetings, school leadership communications and SBDM council meetings.	School staff members will receive current information and will be able to ask questions and clarify any issues. Current information will be used to affect teaching and learning.	Reggie Taylor Laurie Franzen  School Principals	8/11	6/12	\$0	
Leadership A.3a	District leadership will monitor schools plans to minimize disruptions and to protect curricular time. School leadership will design master schedules and student schedules that can be used to maximize learning time. Leadership will ensure that time is protected through appropriate policy by gathering and providing feedback when applicable.	Instructional time is maximized to increase student time on task. Continuous progress and effective classroom management is positively affected.	Reggie Taylor  School Principals  SBDM Councils	8/11	6/12	\$0	

**Comprehensive District Improvement Plans**

Leadership A.4a	The district leadership will review all school technology plans and current inventories. There needs to be a focus on the high school to meet its current needs.	Technology will be available to all students with the most updates at the high school for this year.  Interventions for struggling students and enhanced learning for other students will be effective.	Chief Information Officer  Reggie Taylor  School Principals School Tech Coordinator	8/11	6/12	\$	KETS
Leadership A.5a	A district SBDM coordinator will monitor implementation of council policies and by-laws.  The district will assign liaisons to each SBDM Council.  Council policies and by-laws will be current and must impact student achievement.  District leadership will ensure that all required SBDM Council policies and by-laws are in place within each school community, monitor their implementation through regular site visits, and provide guidance and support to promote school council success. School councils will report to the Board on a regular basis.	Student achievement and school wide behavior/discipline will show organization and effectiveness as measured by student test scores, discipline referrals, suspensions, and attendance rates.	Dan Sullivan Reggie Taylor  SBDM Councils	8/11	6/12	\$0	
Leadership A.6a	All administrators in the district will be intentionally evaluated annually. Based on the results of evaluations and leadership self-assessments, Professional Growth Plans will be developed and utilized to continue growth and progress.  Certified Evaluation Training will be conducted by KASA.  School administrators will be held accountable for student achievement	Leadership skills will be designed to support teaching and learning and promote student achievement. Professional development needs will be established based on goals. The result will be an increase in data-driven decision making by leadership that will focus on teaching and learning. School principals will become more efficient and effective instructional leaders and building managers.	Dan Sullivan	8/11	6/12	\$	PD

**Comprehensive District Improvement Plans**

Leadership A.7a	<p>The district leadership will contact KSBA to procure the services of a “facilitator” to work with the district and the high school to establish a working relationship that will promote student learning.</p> <p>Trust building will be developed.</p>	The improved relationship will promote the district’s and school’s ability to meet the needs of students.	Dan Sullivan	8/11	6/12	\$	General Fund
School Organization & Fiscal Resources A.1a	<p>District leadership will monitor educational programs in schools and will hold the school leadership responsible for student outcomes.</p> <p>Regular learning walks and monitoring of student test scores will indicate student progress.</p> <p>After each Reading and Math quarterly benchmark assessment, district leadership staff will collaborate with school leadership staff to assess progress made toward goals.</p>	The regular monitoring of educational programs will result in improved test results.	Dan Sullivan Reggie Taylor	7/11	6/12	\$0	
School Organization & Fiscal Resources A.2a	<p>District leadership will collaborate with schools to organize staff assignments to maximize impact on student achievement.</p> <p>Master schedules will be reviewed with school principals and SBDM councils.</p> <p>The district assists schools in finding ways for teachers to have the flexibility to teach to their strengths; to work as a community of learners; to form teams; and to effectively schedule time, grouping, and regrouping of students in order to meet the needs of individuals and groups of students.</p>	<p>Increased test scores.</p> <p>Student achievement will be enhanced as teachers are more effective instructors and as students are grouped and regrouped according to need, interest, learning styles, and skill levels</p>	Reggie Taylor  School Principals  SBDM Councils	7/11	6/12	\$0	
School	Leadership annually reviews school	Monitoring of school organizational	Reggie Taylor	July	June	\$0	

**Comprehensive District Improvement Plans**

Organization & Fiscal Resources A.3a	organizational behavior and structure through CDIP, SBDM policies/procedures, SBDM minutes, master schedules, curriculum, classroom management and budgets to identify and maximize use of all available resources to meet the instructional needs of students	behavior and structure will help to identify limitations in order to meet the learning needs of students and increase the effectiveness of instruction by staff. Building capacity in the master schedules of schools will ensure students have full access to core curriculum.	School Principals	2010	2011		
School Organization & Fiscal Resources A.4a	The district leadership and SBDM councils will collaborate on procedures to ensure that allocated funds and resources are tied to improvement plans and identified student needs. KDE guidelines will be followed.	Budget decisions by leadership will be aligned to CSIP/CDIP action plans. The monitoring and adjustment of funds based on student needs will be attained by consistent communication concerning finances and resources between the school board and SBDM councils.	Tete Turner Dan Sullivan SBDM Councils	7/11	6/12	\$-0-	
School Organization & Fiscal Resources A.4b	District leadership will use state and federal procedures to allocate state and federal categorical funds according to schools' identified student academic needs.	Leadership will support identified student academic needs to maximize student achievement. An increase in support will lead to individualized, improved student growth.	Dan Sullivan Tete Turner	7/11	6/12		Title I A Plans  Title II A Plans
Comp. and Effective Planning A.1a	The goals and objectives of the CDIP will be written in measurable terms.	Leadership will identify strengths and limitations of schools and use the information to validate goals and make CDIP changes as needed. Constant monitoring of improvement will lead to a clear focus of the needs of schools and district.	Reggie Taylor Laurie Franzen	9/11	6/11	\$-0-	
Comp. and Effective Planning A.2a	The CDIP will be monitored and reported in measurable terms quarterly to the Board.	Constant checks of progress will allow instructional adjustments which will lead to higher student test scores.	Reggie Taylor	9/11	6/12	\$0	
Comp. and Effective Planning A.3a	District leadership will develop an intentional, systematic, formal evaluation process of the CDIP to determine its effect on student achievement and classroom	Leadership will identify the impact of school and district decisions on classroom instruction and student achievement on a regular basis. The refinement of goals and objectives	Reggie Taylor Laurie Franzen	9/11	6/12	\$-0-	

	<p>practice. Leadership will continue to examine student performance data regularly to monitor and evaluate goals and objectives of student learning to sustain continuous improvement. The district will use perception surveys, I&amp;I checks, MAP, KCCT, EPAS, and student data analysis to measure if goals and objectives at all schools are being achieved. District leadership will provide I &amp; I reports quarterly to monitor the CDIP to evaluate impact through a systematic process based on sound research.</p>	<p>will occur to meet the academic needs of all students. Through effective and efficient data-driven decision making, student performance will increase on district and state assessments. Through quality analysis, teaching and learning will continue to improve.</p>					
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