



Comprehensive District Improvement Plan

Newport Independent

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|--|--|---------|---------------------------|
| District Equity Data (1) | <p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the District Equity Data. | | Newport Equity Diagnostic |

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Key points and trends from our Equitable Access chart include:

- All schools have very high poverty rates, district average is over 91%
- 50% of the school administrators have less than 4 years of administrative experience
- The district average for teacher turnover is 31.4%, which is almost double the state average of 17.8%
- We have a high percentage of minority students in the district, at 44%
- All schools have at least 10% disability, with Newport High School having the most at 20.6%
- We have an average of 11.5% of our students that are experiencing homelessness
- 10% of our teachers are KTIP or first year teachers
- 26% of our teachers have 1-3 years of teaching experience

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once

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the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers for Newport Independent Schools are:

- Staff retention
- Teacher salary at the beginning and middle of the pay scale
- Teaching in an inner city school has its unique challenges
- Competing with 17 local districts as well as the large Cincinnati Public district for quality teachers
- Newport's urban setting is often a difficult environment for teachers as Newport's poverty rate is higher than the state average

Root causes of the barriers are:

- Teachers not equipped to deal with issues of poverty and how to engage students from poverty
- Stigma/stereotype of the community that students in poverty cannot be successful
- High rates of teacher turnover, however; this does seem to be improving at Newport Primary School
- Lack of parent involvement and family support

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|--|---------|----------------------|
| Goal Setting (4) | <p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the District Equity Goals Data. | | Newport Equity Goals |

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain

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teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

2016-2017 Goal: Newport Independent School District will increase their combined reading & mathematics KPREP proficiency score for all students to 59.9 for elementary school, 63.5 for middle school, and 64.1 for high school by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for all students to 43.8 for elementary school, 48.8 for middle school, and 49.7 for high school by 12/31/2017 as measured by all state required assessments as reported in the School Report Card.

Strategy1:

Math Initiatives - Through further training and implementation of research-based best practices, the district will increase the number of proficient mathematicians.

Category: Continuous Improvement

Research Cited:

| Activity - Guided Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|---|
| The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 - Title II Part A | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

Goal 2:

2016-2017 Goal: Increase the cohort graduation rate to 98% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 96% by 06/30/2017 as measured by delivery targets on the state report card..

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Strategy1:

At-Risk Supports - The district will focus on providing support systems and resources to schools to help provide structure for at-risk students to prevent them from dropping out.

Category: Persistence to Graduation

Research Cited:

| Activity - Effective Use of the Persistence to Graduation Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------|
| The DPP will provide any additional training to administrators in how to access, analyze, and use the Persistence to Graduation Tool that's available in Infinite Campus. Administrators will be responsible for sharing and utilizing this tool with their staff to help identify at-risk students in their building. Through early identification and building supports for these students, future drop outs will be prevented. The main focus of the work will center around how effective the schools are utilizing the tool with their staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Kevin McCormick, Interim DPP |

| Activity - Continue District Transition Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| The district will collaborate with school administrators to plan and implement transitional activities for all students. The activities will help to provide smooth transitions between grade levels and schools. The district's Move Up Day will occur at the end of the school year to provide students the experience of visiting their upcoming classroom, school, and teacher for the next school year. Before the start of the new school year, the district's Back to School Bash will provide families an opportunity to meet school staff, district leadership, and obtain information regarding available resources. District Home Visits will occur during the summer to allow students and their families another opportunity to meet teachers and begin building a positive relationship that's centered around creating a successful experience for all students. By providing these opportunities for our students, this support will eliminate barriers for at-risk students. This year, all of our transition activities will be very important since we will be reconfiguring the schools in our district. Through effective implementation of these activities, all students will be able to transition to their new schools and grades effectively. | Academic Support Program | 03/01/2017 | 08/31/2017 | \$15000 - General Fund | Carla Davis, Director of Curriculum Kevin McCormick, Interim DPP |

Goal 3:

2016-2017 Goal: Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019.

Measurable Objective 1:

collaborate to ensure non-duplicated gap group will increase the percentage of students scoring at the proficient level to 42.6 in elementary

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school, 47.4 in middle school, and 48.4 in high school by 12/29/2017 as measured by state required assessments included in the School Report Card.

Strategy1:

Response to Intervention - The district will collaborate with all schools to develop a systematic process for Rtl within the district. Through effective implementation of the Rtl tiers, students achievement gaps should begin to close.

Category: Continuous Improvement

Research Cited: KSI Document

| Activity - Data Collection & Analysis for Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------------|
| In coordination with each school, the district will work to develop and implement a plan that includes collecting and analyzing instructional data on a regular basis to determine intervention needs, progress, and next steps. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 - No Funding Required | Carla Davis, Director of Curriculum |

| Activity - Rtl Training for District Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|-------------------------------------|
| District Rtl Team Members will participate in Rtl training and provide follow-up training for teachers regarding strategies and next steps for the Rtl processes within their school. This team will work collaboratively to aid in the revisions to the district Rtl processes, data collection, and planning next steps for interventions within their school. | Behavioral Support Program Academic Support Program | 01/03/2017 | 08/01/2017 | \$15000 - IDEA | Carla Davis, Director of Curriculum |

| Activity - Continue Interventionist Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------------|
| The district will collaborate with school administrations to provide the Math and ELA interventionists with further training and support to increase their effectiveness. Areas of focus will include data analysis of student progress, designing instruction to meet the individual needs of their students, and incorporating a variety of formative assessments to determine the content mastered by their students. The district will also implement a more thorough system to monitor the effectiveness of the intervention classes. Through implementation of the Title I, RTA, and MAF interventionists, the effectiveness of services will be increased. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Carla Davis, Director of Curriculum |

| Activity - Rtl Processes | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------------|
| The district will collaborate with the schools to evaluate, revise, and implement a thorough process by utilizing model plans, KSI document, and evidence based interventions. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 - No Funding Required | Carla Davis, Director of Curriculum |

Strategy2:

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Analysis & Use of Non-Academic Data - District and school administrators will develop a process to collect, analyze, and utilize the non-academic data available to them to help identify and close gaps.

Category: Continuous Improvement

Research Cited:

| Activity - Continue Monitoring of Attendance Plans | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| The district will guide the schools to assess, revise, and implement an attendance plan that will increase student attendance. All stakeholders will be included in revisions, implementation, and monitoring of the plans. District leaders will monitor the implementation process at each school through the use of walkthroughs, site visits, and observations. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Kevin McCormick, Interim DPP |

Strategy3:

Special Education Program Support - The district and school administrators will collaborate to provide on-going support for the special education teachers to provide them with proper training and resources. With this support, the teachers will be equipped with strategies, processes, and interventions needed to help close the gaps for students with disabilities.

Category: Professional Learning & Support

Research Cited:

| Activity - Special Education Professional Learning Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| The DOSE will collaborate with all schools to provide professional learning opportunities for all Special Education teachers. The focus areas of training will include explicit instruction and behavior strategies. | Academic Support Program Professional Learning | 01/03/2017 | 12/29/2017 | \$1800 - IDEA | Lisa Swanson, Director of Special Education |

Goal 4:

2016-2017 Goal: Newport Independent Schools will implement research-based strategies to meet their Learners Annual Measurable Objective of 51.6 in 2017.

Measurable Objective 1:

collaborate to ensure quality instructional and assessment practices are used in all schools to increase the weighted Learners score to 38 in elementary school, 51.1 in middle school, and 67.5 in high school by 06/30/2017 as measured by progress on state testing as reported in the School Report Card..

Strategy1:

Balanced Assessment Systems - The district will collaborate with all schools to develop a quality, comprehensive balanced assessment system for each school.

Category: Continuous Improvement

Research Cited:

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| Activity - Formative Assessment Strategy Training & Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--------------------------------------|
| The district will work with each school to provide training and resources on formative assessment strategies for their teachers. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$2000 - Title II Part A | Amy Gilkison, Chief Academic Officer |

Strategy2:

Professional Learning Communities - The district will collaborate with each school to ensure that PLC time is being effectively utilized within their building.

Category: Continuous Improvement

Research Cited:

| Activity - Continue Providing PLC Lead Training & Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------------------------|
| District leaders will collaborate with school leaders to continue providing additional trainings and support for PLC Leaders to increase their effectiveness. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Goal 5:

2016-2017 Goal: Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017.

Measurable Objective 1:

collaborate to increase the district's overall accountability score from 61.1 to meet or exceed the state average by 12/31/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Continuous School/District Improvement Strategies - The district will collaborate with school leadership to develop and implement strategies for continuous improvement. Utilization of quality tools for implementing, monitoring, and communicating strategies will be utilized within the district.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation & Monitoring of 30-60-90 Day Plans | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy2:

District Strategic Planning - Strategic Planning

Category: Continuous Improvement

Research Cited:

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| Activity - Monitoring Process for Strategic Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| District leadership will develop a process for implementation and monitoring of the strategic plan. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

Strategy3:

21st Century Learning Initiatives - The district will collaborate with school leadership to help develop and implement 21st Century Learning initiatives.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation and Monitoring District Instructional Technology Initiatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. | Technology | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |

Goal 6:

2016-2017: By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in all content areas and subcategories by 10% by 12/29/2017 as measured by KPREP assessments.

Strategy1:

Teacher Professional Learning - In order to increase the effectiveness of our teachers, targeted professional learning opportunities will be planned for implementation.

Category: Professional Learning & Support

Research Cited:

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| Activity - Teacher Leadership Cadre | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |

| Activity - Poverty Training & Awareness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------------|
| To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. | Professional Learning Community Engagement | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Teacher Induction Program Expansion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--------------------------------------|
| In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy2:

Instructional Support - Support will be provided to all schools to continue working toward moving their school closer to proficiency and to assist with closing gaps.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation & Monitoring of Instructional Strategy Trainings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--------------------------------------|
| Teachers have received training in research-based instructional strategies to build their toolboxes of knowledge. Training was focused on the work and research of Stephanie Harvey, Marzano, Silver & Strong, Kagan, and Beuhl. Teachers are now implementing the strategies in their classrooms and will be monitored by district and school leaders through walkthroughs and observations. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

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| Activity - Project Based Learning Pilot | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| To begin implementation of a Project Based Learning Initiative, a group of teachers will be asked to participate in a pilot group that will attend training and implement PBL in their classrooms on a regular basis. As part of the pilot group, district and school leaders will provide feedback on observations and walkthroughs and work with the pilot participants to plan next steps for implementation in the district. | Academic Support Program Professional Learning | 06/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

Measurable Objective 2:

collaborate to improve the Rtl processes in all schools to assist with closing the achievement gaps by 12/29/2017 as measured by KPREP, EOC, and ACT test data.

Strategy1:

Rtl Interventions - As part of the District Rtl Processes, all schools will plan, implement, and monitor effective interventions for all students in Tier I, II, and III.

Category: Continuous Improvement

Research Cited: Mike Mattos, It's About Time resources from Solution Tree

| Activity - Schoolwide Rtl Block | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| School leaders will evaluate their current Rtl Block to identify areas for improvement and revise their plans to better meet the needs of students in both literacy and math. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Carla Davis, Director of Curriculum |

| Activity - Tier II/III Math & Literacy Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------------|
| Each school will utilize math/literacy intervention materials and programs with their Tier II/III students. District and school leaders will monitor the implementation and data to assess the effectiveness while determining next steps to improve the process | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Carla Davis, Director of Curriculum |

| Activity - Tier I Core Instruction Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------------------|
| To improve our inverted Rtl pyramid, teachers will work to improve their core instruction. As part of the process, teachers will be identifying essential standards for their content area and grade level, tracking data to justify mastery of essential standards and identify students that need additional instruction, and provide targeted Tier I interventions for identified students. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

| Label | Assurance | Response | Comment | Attachment |
|-------|---|--|---|------------|
| | As superintendent of the district, I hereby certify that: | The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below | Newport Intermediate School Newport Middle School Newport High School | |

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The district priority needs are based on several areas of data: an analysis of K-PREP test data in Fall 2016; MAP/CERT/ACT data; non-cognitive data; TELL Survey (2014-2015); professional development analysis; feedback from professional learning communities; review of the Standards and Indicators for School/District Improvement; Progress Notes; School Needs Assessment; SBDM reports; Title I reports; KCSS Safety audit; and the March 2015 KDE District/High School Diagnostic Review.

Our recent results of Unbridled Learning identified Newport Independent Schools as Needs Improvement, Progressing, and Focus schools. Newport High School met the cut scores to be labeled Proficient and was classified as a Progressing, High Progress School for being in the top 10% of all high schools that improved.

Data/Information Tells Us:

While progress has been made when comparing the NWEA MAP 2014-2015 versus the 2015-2016 school year, the district is making progress toward getting students prepared for college and career readiness. Based on the data from K-PREP and MAP, the district is focusing their professional learning on reading, writing, and mathematics. School and district leadership will continue to review data to determine systemic issues, monitor student growth, build a solid foundation centered on curriculum development, create an intentional focus in PLC's, support data driven instruction, and foster a culture of high expectations for both students and staff. Continued work with PGES and the Danielson Framework, will be a focus in looking at high quality teaching and learning around domains 2 and 3. Data indicates is a shift from the practice of teacher-directed instruction to a student-centered classroom where the teacher is more of a facilitator of the learning process.

Even though a system of accountability has been developed to foster a culture of student achievement and academic success, we still have work around the development of pacing guides, aligning the curriculum, and developing a curriculum monitoring system. Intentional implementation of the standards and refinement of curriculum maps and pacing guides will be instrumental in moving the work forward to measure its effectiveness.

Highlights from our data analysis of Unbridled Learning are:

- NHS Overall Score puts them in the Proficient classification
- NMS, NHS, and the District met their Annual Measureable Objectives (AMOs)
- NMS, NHS, and the District were all classified as Progressing
- NHS has been labeled a High Progress School
 - o This means that they met all of their goals and were in the top 10% of schools that made improvement
- All Schools:
 - o Met the Participation Rate
 - o Increased the percent of students scoring Proficient/Distinguished in both Reading and Math

- o Increased their Overall Growth Score
- NHS/District met their Graduation Rate goal with a score of 94.8 for this year
 - o This has steadily increased from 67.2 in 2012 to 94.8 in 2016, which is an increase of 27.6 percent in the five year period
- Program Review scores went up from the previous year at NMS and NHS:
 - o Intermediate: From 100 to 100
 - o Middle: From 89.2 to 94.6
 - o High: From 86.9 to 94.4
 - o Program Reviews count for 23% of total score
- The CCR Score with bonus was 75.5 this year
- The Overall District Scores have steadily increased from 46.4 in 2013 to 61.3 in 2016, which is a 14.9 increase in the four year period

Data/Information Does Not Tell Us:

At this time, the data is not telling us where all the systemic issues are within the district. Additionally, more detailed data regarding individual student performance is needed. Review and modification of each school's master schedules will help to allow for more core instructional time and a more effective school-wide intervention to meet the academic needs of all students. The state data does not help us to identify what content strands or specific skills and concepts that were not mastered by students so we must rely on diagnostic, interim, district learning check, and benchmark/common assessment data for identification of intervention needs. The district is also working on making systematic changes with effective 30-60-90 day planning and monitoring to help focus school improvement work throughout the district.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The following areas of strength and points for celebration were identified from KPREP, ACT, and EOC through data analysis:

- NHS Overall Score puts them in the PROFICIENT classification
- NMS, NHS, and the District met their Annual Measureable Objectives (AMOs)
- NMS, NHS, and the District were all classified as Progressing
- NHS has been labeled a High Progress School
 - o This means that they met all of their goals and were in the top 10% of schools that made improvement
- All Schools:
 - o Met the Participation Rate
 - o Increased the percent of students scoring Proficient/Distinguished in both Reading and Math
 - o Increased their Overall Growth Score
- NHS/District met their Graduation Rate goal with a score of 94.8 for this year
 - o This has steadily increased from 67.2 in 2012 to 94.8 in 2016, which is an increase of 27.6 percent in the five year period
- Program Review scores went up from the previous year at NMS and NHS:
 - o Intermediate: From 100 to 100
 - o Middle: From 89.2 to 94.6
 - o High: From 86.9 to 94.4
 - o Program Reviews count for 23% of total score
- The CCR Score with bonus was 75.5 this year
- The Overall District Scores have steadily increased from 46.4 in 2013 to 61.3 in 2016, which is a 14.9 increase in the four year period

Achievement areas of strength and points to celebrate are:

- Reading
 - o The percent of students scoring Novice decreased at the middle and high schools
 - o Middle: From 44.1% to 41.8%
 - o High: From 56% to 48.4%
 - o The percent of students scoring Proficient/Distinguished increased at all schools
 - o Elementary: From 27.4% to 34.6%
 - o Middle: From 22.6% to 28.3%
 - o High: 35.2% to 37.9%
- Math
 - o The percent of students scoring Novice decreased at the middle and high schools
 - o Middle: From 28.5% to 26.1%

- o High: From 36.8% to 16.7%
- o The percent of students scoring Proficient/Distinguished increased at all schools
 - o Elementary: From 30.9% to 34.4%
 - o Middle: From 25% to 29.7%
 - o High: From 21.1% to 27.4%
- Science
 - o The high school decreased in the percentage of students scoring Novice from 39.1% to 33.7%
 - o The high school increased the percent of students scoring Proficient/Distinguished from 11.5% to 17.4%
- Social Studies
 - o The percent of students scoring Novice decreased at the high school from 56.8% to 33.3%
 - o The percent of students scoring Proficient/Distinguished increased at the high school from 23.4% to 40.7%
- Writing
 - o The percent of students scoring Novice decreased at the middle school from 29.3% to 25.3%
 - o The percent of students scoring Proficient/Distinguished increased at the elementary school from 20% to 22.9%
- Language Mechanics
 - o The percent of students scoring Novice decreased at all schools
 - o Elementary: Form 41.2% to 43.7%
 - o Middle: From 60.9% to 46.4%
 - o High: From 43.8% to 40.8%
 - o The percent of students scoring Proficient/Distinguished increased at the middle and high schools
 - o Middle: From 15.6% to 19.6%
 - o High: From 27.6% to 28.9%

To maintain our areas of strength, we will continue the following efforts:

- o Providing each school with an instructional coach to assist with professional learning along with a sustainability coach at the high school
- o Providing PLC days within our school calendar to assist with professional learning, analysis of data and student work, collaborative work time for content areas, and work related to school improvement strategies
- o Providing PLC Teacher Leaders to guide all of the PLC work within their content areas
- o Continuing to review and analyze formative and summative assessment data to plan and deliver data driven instruction and interventions to meet the instructional needs of our students
- o Development of a District RtI Team to analyze and revise our current processes and procedures related to interventions at all schools
- o Focusing all of the district and school's work on continuous improvement
- o Implementation of effective 30-60-90 day plans at all schools
- o Monitoring school performance through quarterly data reports, district learning checks, site visits, and walkthroughs
- o Clearly defining expectations for all staff
- o Clearly communicating the district's mission, vision, values, and slogan to all stakeholders

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Despite making progress in many areas, the following opportunities for improvement were identified from KPREP, ACT, and EOC data analysis:

- Although all schools increased their achievement in some areas, none of them met their proficiency delivery targets
- All schools are classified as Focus Schools
- The district is classified as Needs Improvement and a Focus District but are also labeled as Progressing
- Newport High School has been classified as Proficient and as a High Progress School
- All schools increased the percent of students scoring Proficient/Distinguished in both Reading and Math
- Program Review scores went up from the previous year
- Although progress is being made in most achievement areas, NAPD calculations for all schools and content areas are still below the state
- NAPD calculations in our GAP groups are still below the state in all areas and content areas

Achievement areas for improvement are:

- Reading

- o The number of students scoring at the Novice Level stayed the same at the elementary school at 41.5%

- Math

- o The elementary school increased in the percentage of students scoring Novice from 29.3% to 32.3%

- Social Studies

- o The number of students scoring at the Novice Level increased at the elementary and middle schools
 - o Elementary: From 28% to 34.7%
 - o Middle: From 11.6% to 26.4%
- o The percentage of students scoring Proficient/Distinguished decreased at the elementary and middle schools
 - o Elementary: From 24% to 18.6%
 - o Middle: From 36.4% to 21.5%

- Writing

- o The number of students scoring at the Novice Level increased at the elementary from 16% to 31.4%
- o The percentage of students scoring Proficient/Distinguished decreased at the middle and high schools
 - o Middle: From 18.9% to 18.5%
 - o High: From 37.2% to 28.9%

- Language Mechanics

- o The elementary had a decrease in the number of students scoring Proficient/Distinguished from 27.7% to 27.3%

Plans we are making to improve the areas of need are:

- Focusing all schools and district work on continuous school improvement strategies
- Development, implementation, and monitoring of effective 30-60-90 day plans
- Monitoring of school performance through quarterly data reports, district learning checks, site visits, and walkthroughs
- Continuing to provide quality professional learning experiences for our teachers to fill their "toolboxes" with research-based instructional strategies
- Revising the District's RtI program to better meet the needs of our students and to help close the gaps
- Intentional effort to focus professional learning on increasing the effectiveness of core instruction at all schools
- Implementing and monitoring a 3-year Strategic Action Plan that will focus work on the district's vision and mission
- Continuing data analysis of both formative and summative assessments to make data driven instructional decisions
- Revising all curriculum documents within the district to ensure that vertical and horizontal alignment is being implemented and monitored for fidelity
- Focusing on effective reading, writing, and math strategies across all grade levels and content areas
- Implementing and monitoring of the goals, strategies, and activities included in our improvement plan
- Effective use of the Innovative Approaches to Literacy Grant to help develop the skills of teachers and provide reading interventions
- Effective use of NHS's School Improvement Grant to help develop the skills of their teachers, provide math interventions, and utilize the Transition and Sustainability Coordinator to keep their work on track

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Through collaborative efforts, all school and district leadership will develop and implement a process for continuous improvement within the Newport Independent School District. The high school utilizes quarterly reports, plus/deltas, and 30-60-90 day planning to report and respond to data regarding school improvement while also obtaining stakeholder feedback on what is working and what is not working. These processes have expanded to include all schools to help prioritize the areas of need and provide next steps in the continuous improvement process. Progress notes are documented in the plans and the district and each school reports data quarterly to the district administrative team, school councils, and the board of education.

The following processes and interventions will be utilized to assist in the monitoring of continuous improvement:

- Review data at a deeper and individual student level to determine the systemic issues and begin building a solid foundation centered on curriculum development/assessment, high-quality professional development, high-quality teaching and learning, and a culture of high expectations
- Continue to implement the system of accountability where teachers and administrators are held accountable for the growth and academic achievement of individual students
- Conduct a deeper analysis within all content areas, determine deficiencies/gaps, and make plans to address all needs
- Continue the data conversations within grade level teams and individual teachers using the data tracking sheets
- Continue professional learning communities where the data drives our instructional decisions
- Align the resources with our deficiencies in reading and mathematics
- Prepare visits to other schools who have been identified as proficient and providing a differentiated curriculum for their students in order for our teachers to see quality instruction in action
- Continue to monitor daily learning targets and congruency to student tasks in core classrooms
- Continue to monitor classroom instruction through site visits and walkthroughs
- Continue to refine our curriculum documents and ensure that they are implemented to fidelity

The main goal of our district is to utilize the school improvement processes to solve problems of practice and to help create action plans to implement strategies that will move our district forward in helping fulfill our vision of, "Every child will be proficient and prepared for life, work, and citizenship in the 21st Century."

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In order to continue our focus on continuous improvement within the Newport Independent School District, the district will continue implementing the school and district improvement processes for identifying and building long-term goals. The following strategic goals are included in the District Improvement Plan to address our areas of concern:

Newport Independent School District will increase their combined reading & mathematics KPREP proficiency score for all students to 59.9 for elementary school, 63.5 for middle school, and 64.1 for high school by 2019.

Increase the percentage of students who are college and career ready to 80% by 2019.

Increase the cohort graduation rate to 98% by 2019.

Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019.

Newport Independent Schools will implement research-based strategies to meet their Learners Annual Measurable Objective of 51.6 in 2017.

Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017.

By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%.

Strategies and activities to support the successful attainment for each goal are focused on professional learning, curriculum mapping, data analysis, formative and benchmark assessments, reading and writing strategies across all content area and grade levels, intervention strategies, and stakeholder involvement support. Additionally, the 30-60-90 day planning process will continue to be at the forefront of all planning to ensure all instructional practices are updated based on district, school, and student needs. Through utilization of the school improvement strategies and processes, the implementation and monitoring of our plans will allow us to systematically and intentionally fulfill the plans.

2016-2017 Goals & Plans

Overview

Plan Name

2016-2017 Goals & Plans

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | 2016-2017 Goal: Newport Independent School District will increase their combined reading & mathematics KPREP proficiency score for all students to 59.9 for elementary school, 63.5 for middle school, and 64.1 for high school by 2019. | Objectives: 1 Strategies: 2 Activities: 4 | Organizational | \$33000 |
| 2 | 2016-2017 Goal: Increase the percentage of students who are college and career ready to 80% by 2019. | Objectives: 1 Strategies: 2 Activities: 4 | Organizational | \$0 |
| 3 | 2016-2017 Goal: Increase the cohort graduation rate to 98% by 2019. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$15000 |
| 4 | 2016-2017 Goal: Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019. | Objectives: 1 Strategies: 3 Activities: 7 | Organizational | \$18300 |
| 5 | 2016-2017 Goal: Newport Independent Schools will implement research-based strategies to meet their Learners Annual Measurable Objective of 51.6 in 2017. | Objectives: 1 Strategies: 3 Activities: 10 | Organizational | \$2000 |
| 6 | 2016-2017 Goal: Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017. | Objectives: 1 Strategies: 5 Activities: 13 | Organizational | \$30000 |
| 7 | 2016-2017: By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%. | Objectives: 2 Strategies: 3 Activities: 8 | Organizational | \$0 |

Goal 1: 2016-2017 Goal: Newport Independent School District will increase their combined reading & mathematics KPREP proficiency score for all students to 59.9 for elementary school, 63.5 for middle school, and 64.1 for high school by 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for all students to 43.8 for elementary school, 48.8 for middle school, and 49.7 for high school by 12/31/2017 as measured by all state required assessments as reported in the School Report Card.

Strategy 1:

Literacy Initiatives - Through further training and implementation of research-based best practices, the district will increase the number of proficient readers.

Category: Continuous Improvement

| Activity - Effective Implementation of Book Room Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| The district will collaborate with school staff to assess the current needs for any additional literacy resources for each school's book rooms. Resources may include content area reading materials to align with content standards, mentor texts, professional literacy strategy resources, reader's theatre, and additional leveled reading materials for guided reading. Along with purchasing new resources, adequate training on how to utilize the resources will be provided to teachers that need additional assistance. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$30000 | Grant Funds | Diane Hatfield, IAL Grant Coordinator Amy Gilkison, Chief Academic Officer |
| Activity - Reading Program Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each school will work with the district to analyze their current reading program for effectiveness and to determine next steps for future professional learning or other possible programs needed at their buildings. A committee of teacher leaders from each school will participate in the analysis process. Schools: Newport High School, Newport Primary School, Newport Intermediate School | Academic Support Program | 02/01/2017 | 08/31/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Activity - Implementation & Monitoring of Literacy Initiatives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| The district will work with all schools to develop a reflection tool to assess current implementation of strategies and initiatives. The results of this tool will be utilized with other walkthrough data to determine next steps for professional learning. In addition to training, the district will collaborate with the schools to provide support and resources for the literacy initiatives, including Stephanie Harvey, interactive writing journals, etc... Classroom walkthroughs and observations will be utilized to monitor the implementation. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

Strategy 2:

Math Initiatives - Through further training and implementation of research-based best practices, the district will increase the number of proficient mathematicians.

Category: Continuous Improvement

| Activity - Guided Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 | Title II Part A | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |
| Schools: Newport High School, Newport Primary School, Newport Intermediate School | | | | | | |

Goal 2: 2016-2017 Goal: Increase the percentage of students who are college and career ready to 80% by 2019.

Measurable Objective 1:

collaborate to increase college and career readiness in Newport Independent Schools to 75% by 12/29/2017 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - Within the district, students will have access to guidance services, career planning, college and health fairs, co-op programs, dual credit courses, intervention classes, vocational classes/Career Pathways, Torch Prep ACT interventions, and WIN Learning. The high school will establish a process to view student data, discuss data with individual students, and set college and career goals with students.

Category: Career Readiness Pathways

| Activity - Expansion of Dual Credit & CCR Programs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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| District leaders will collaborate with school leaders to plan and implement additional opportunities for students participating in the dual credit program and CCR options for students. Through expansion of the PLTW Biomedical Pathway, students will be able to take the additional courses required for the pathway. Other possible programs that are being investigated include a joint ROTC program with other River City Districts. A recent grant application for Upward Bound was submitted and if awarded, multiple new opportunities will be available to help our students become CCR. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: Newport High School | | | | | | |

| Activity - Continue Work to Develop the Newport Promise Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|---------------------------------|
| District leaders will collaborate with stakeholders to continue development of the Newport Promise Program to extend post secondary opportunities for Newport students. Following the feasibility study, stakeholders are now starting the next steps required to develop the program. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kelly Middleton, Superintendent |
| Schools: All Schools | | | | | | |

Strategy 2:

ACT & CCR Interventions - The district will provide CERT testing for high school students in grades ten to twelve. The high school will be responsible for implementation, analysis, and providing interventions for students based on student data to help students work toward meeting the college benchmarks on state required assessments.

Category: Career Readiness Pathways

| Activity - Continue Monitoring of College Readiness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| Through effective utilization of MAP and CERT, leaders can monitor how many of our students are on track to be college ready. Reports and data analysis from these assessment programs will be utilized to determine interventions and next steps for the school and district. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |
| Schools: Newport High School | | | | | | |

| Activity - ACT & CCR Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|--|
| District leaders will collaborate with school leaders to develop, plan, and implement effective interventions to prepare our students for the ACT. Through data analysis, students will be provided targeted interventions for areas of need through Torch Prep ACT interventions and WIN Learning. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |
| Schools: Newport High School | | | | | | |

Goal 3: 2016-2017 Goal: Increase the cohort graduation rate to 98% by 2019.

Measurable Objective 1:

collaborate to increase the cohort graduation rate to 96% by 06/30/2017 as measured by delivery targets on the state report card..

Strategy 1:

At-Risk Supports - The district will focus on providing support systems and resources to schools to help provide structure for at-risk students to prevent them from dropping out.

Category: Persistence to Graduation

| Activity - Effective Use of the Persistence to Graduation Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| The DPP will provide any additional training to administrators in how to access, analyze, and use the Persistence to Graduation Tool that's available in Infinite Campus. Administrators will be responsible for sharing and utilizing this tool with their staff to help identify at-risk students in their building. Through early identification and building supports for these students, future drop outs will be prevented. The main focus of the work will center around how effective the schools are utilizing the tool with their staff. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kevin McCormick, Interim DPP |

| Activity - Continue District Transition Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| The district will collaborate with school administrators to plan and implement transitional activities for all students. The activities will help to provide smooth transitions between grade levels and schools. The district's Move Up Day will occur at the end of the school year to provide students the experience of visiting their upcoming classroom, school, and teacher for the next school year. Before the start of the new school year, the district's Back to School Bash will provide families an opportunity to meet school staff, district leadership, and obtain information regarding available resources. District Home Visits will occur during the summer to allow students and their families another opportunity to meet teachers and begin building a positive relationship that's centered around creating a successful experience for all students. By providing these opportunities for our students, this support will eliminate barriers for at-risk students. This year, all of our transition activities will be very important since we will be reconfiguring the schools in our district. Through effective implementation of these activities, all students will be able to transition to their new schools and grades effectively. Schools: All Schools | Academic Support Program | 03/01/2017 | 08/31/2017 | \$15000 | General Fund | Carla Davis, Director of Curriculum Kevin McCormick, Interim DPP |

Goal 4: 2016-2017 Goal: Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019.

Measurable Objective 1:

collaborate to ensure non-duplicated gap group will increase the percentage of students scoring at the proficient level to 42.6 in elementary school, 47.4 in middle school, and 48.4 in high school by 12/29/2017 as measured by state required assessments included in the School Report Card.

Strategy 1:

Response to Intervention - The district will collaborate with all schools to develop a systematic process for Rtl within the district. Through effective implementation of the Rtl tiers, students achievement gaps should begin to close.

Category: Continuous Improvement

Research Cited: KSI Document

| Activity - Rtl Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| The district will collaborate with the schools to evaluate, revise, and implement a thorough process by utilizing model plans, KSI document, and evidence based interventions. Schools: All Schools | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | No Funding Required | Carla Davis, Director of Curriculum |
| Activity - Data Collection & Analysis for Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In coordination with each school, the district will work to develop and implement a plan that includes collecting and analyzing instructional data on a regular basis to determine intervention needs, progress, and next steps. Schools: All Schools | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | No Funding Required | Carla Davis, Director of Curriculum |
| Activity - Continue Interventionist Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| The district will collaborate with school administrations to provide the Math and ELA interventionists with further training and support to increase their effectiveness. Areas of focus will include data analysis of student progress, designing instruction to meet the individual needs of their students, and incorporating a variety of formative assessments to determine the content mastered by their students. The district will also implement a more thorough system to monitor the effectiveness of the intervention classes. Through implementation of the Title I, RTA, and MAF interventionists, the effectiveness of services will be increased. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Carla Davis, Director of Curriculum |
| Schools: All Schools | | | | | | |

| Activity - Rtl Training for District Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|-------------------|-------------------------------------|
| District Rtl Team Members will participate in Rtl training and provide follow-up training for teachers regarding strategies and next steps for the Rtl processes within their school. This team will work collaboratively to aid in the revisions to the district Rtl processes, data collection, and planning next steps for interventions within their school. | Behavioral Support Program, Academic Support Program | 01/03/2017 | 08/01/2017 | \$15000 | IDEA | Carla Davis, Director of Curriculum |
| Schools: All Schools | | | | | | |

Strategy 2:

Analysis & Use of Non-Academic Data - District and school administrators will develop a process to collect, analyze, and utilize the non-academic data available to them to help identify and close gaps.

Category: Continuous Improvement

| Activity - Continue Monitoring of Attendance Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| The district will guide the schools to assess, revise, and implement an attendance plan that will increase student attendance. All stakeholders will be included in revisions, implementation, and monitoring of the plans. District leaders will monitor the implementation process at each school through the use of walkthroughs, site visits, and observations. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kevin McCormick, Interim DPP |
| Schools: All Schools | | | | | | |

Strategy 3:

Special Education Program Support - The district and school administrators will collaborate to provide on-going support for the special education teachers to provide them with proper training and resources. With this support, the teachers will be equipped with strategies, processes, and interventions needed to help close the gaps for students with disabilities.

Category: Professional Learning & Support

| Activity - College and Career Readiness Initiative for Alternate Assessment Students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|---|------------|------------|--------|------|---|
| The DOSE will be participating in a Task Force at KDE to provide input on the new CCR requirements. The district will collaborate with all schools to develop a District Level CCR Team to focus on developing a plan to assist Alternate Assessment students with CCR. Training will be provided for all stakeholders involved in the Alternate Assessments to ensure they are informed about all of the new requirements for the pilot program. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1500 | IDEA | Lisa Swanson, Director of Special Education |
| Schools: Newport High School, Newport Intermediate School | | | | | | |

| Activity - Special Education Professional Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|---|
| The DOSE will collaborate with all schools to provide professional learning opportunities for all Special Education teachers. The focus areas of training will include explicit instruction and behavior strategies. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1800 | IDEA | Lisa Swanson, Director of Special Education |
| Schools: All Schools | | | | | | |

Goal 5: 2016-2017 Goal: Newport Independent Schools will implement research-based strategies to meet their Learners Annual Measurable Objective of 51.6 in 2017.

Measurable Objective 1:

collaborate to ensure quality instructional and assessment practices are used in all schools to increase the weighted Learners score to 38 in elementary school, 51.1 in middle school, and 67.5 in high school by 06/30/2017 as measured by progress on state testing as reported in the School Report Card..

Strategy 1:

K-12 Curriculum Alignment - The school and district will collaborate to develop and revise curriculum maps and pacing guides for all subject areas. The district will work with school leaders to address these areas: curricular gaps and overlaps, vertical alignment, KCAS, instructional planning documents for lessons and units of study, effective learning targets that target each specific content area's curriculum, and identification of essential standards at each grade level and content area.

Category: Continuous Improvement

Research Cited: Best Practices

| Activity - Refinement of K-12 Curriculum Maps | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The district will work with school leadership to revise and update all K-12 curriculum documents. The work will focus on curriculum maps, pacing guides, essential standards, and will ensure that all documents align to each content area and grade level standards. Instructional coaches will work with teachers to guide this work in each school. The process is a continual progress and the work will focus on implementing the process with all staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

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| Activity - Monitoring the Implementation of Structure of Lesson Expectations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| District and school leadership will collaborate to monitor the implementation of the expectations for the structure of a lesson within their building. Through monitoring of lesson/unit plans and walkthroughs, all administrators will be able to monitor implementation of these expectations. Areas that are addressed in the expectations are: first 15 minutes of a lesson, whole group instruction, small group instruction, use of explicit instruction, and the closing of a lesson. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy 2:

Balanced Assessment Systems - The district will collaborate with all schools to develop a quality, comprehensive balanced assessment system for each school.

Category: Continuous Improvement

| Activity - Refinement of Common Unit Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The district will collaborate with schools to refine and implement quality common unit assessments. Each school will be responsible for overseeing the development, implementation, analysis, and interventions based on data analysis to help students master the essential standards assessed. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Implementation & Monitoring of Assessment Expectations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The district will work with each school to implement and monitor the assessment expectations for their staff. The expectations address formative assessments, summative assessments, analysis procedures, and steps that teachers will be expected to take following analysis if students did not master the essential standards. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Formative Assessment Strategy Training & Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| The district will work with each school to provide training and resources on formative assessment strategies for their teachers. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$2000 | Title II Part A | Amy Gilkison, Chief Academic Officer |

| Activity - Data Analysis Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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| The district will work with school leadership to develop and implement a process for data analysis of all assessments within their buildings. School leadership will ensure all teachers are trained on the process, monitor the implementation of the process, and provide feedback to teachers regarding their analysis. Within the process, utilization of all available data for instructional decisions will be an expectation to ensure students are making progress in each teacher's class. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

| Activity - Mastery of Standards Monitoring Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| District and school leadership will collaborate to develop a process for monitoring the mastery of essential standards within each school. This process will be the district's first step toward standards based grading. | Academic Support Program | 08/01/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

| Activity - Utilization of Technology for Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The district will work with schools to ensure all available technology is being utilized in the assessment system. Training will be provided to school leadership on how to use the tools effectively for assessment development and analysis. Once trained, school leaders will lead training for their teachers in the assessment and data analysis tools. Pieces of technology that will be utilized for assessments are GradeCam, Schoology, and apps for iPads. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

Strategy 3:

Professional Learning Communities - The district will collaborate with each school to ensure that PLC time is being effectively utilized within their building.

Category: Continuous Improvement

| Activity - Monitoring of PLC Protocols | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The district will collaborate with school leadership to monitor an effective protocol that each building will follow with their PLC meetings each week. The protocols will focus on continued improvement through narrowing the focus to target areas of need for each building. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Schools: All Schools | | | | | | |

| Activity - Continue Providing PLC Lead Training & Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-----|---------------------|--------------------------------------|
| District leaders will collaborate with school leaders to continue providing additional trainings and support for PLC Leaders to increase their effectiveness. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
|---|--------------------------|------------|------------|-----|---------------------|--------------------------------------|

Goal 6: 2016-2017 Goal: Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017.

Measurable Objective 1:

collaborate to increase the district's overall accountability score from 61.1 to meet or exceed the state average by 12/31/2017 as measured by the Unbridled Learning Accountability Model.

Strategy 1:

District Strategic Planning - Strategic Planning

Category: Continuous Improvement

| Activity - Monitoring Process for Strategic Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District leadership will develop a process for implementation and monitoring of the strategic plan. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

Strategy 2:

District Processes and Procedures Manual - District leadership will collaborate to develop, refine, clarify, and communicate processes and procedures that help to guide all organizational and instructional work within the district.

Category: Management Systems

| Activity - Continue Development of Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|------------|------------|-----|---------------------|---|
| District leadership will work to develop and implement department processes to ensure that all departments within the district review and refine their procedures. Leadership will collaboratively publish and communicate the processes with all stakeholders. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
|---|--------------------|------------|------------|-----|---------------------|---|

| Activity - Review and Refine Current Procedures | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District leadership will implement a systematic process to review and refine current procedures within the district. Each department will participate and publish their procedures for clarification. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

| Activity - Communication of Manual | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| District leadership will ensure that multiple forms of communication are utilized with all stakeholders to clarify all district processes and procedures. Schools: All Schools | Policy and Process | 08/01/2017 | 12/29/2017 | \$0 | No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

Strategy 3:

Continuous School/District Improvement Strategies - The district will collaborate with school leadership to develop and implement strategies for continuous improvement. Utilization of quality tools for implementing, monitoring, and communicating strategies will be utilized within the district.

Category: Continuous Improvement

| Activity - Implementation & Monitoring of 30-60-90 Day Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy 4:

21st Century Learning Initiatives - The district will collaborate with school leadership to help develop and implement 21st Century Learning initiatives.

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Category: Continuous Improvement

| Activity - Implementation and Monitoring District Instructional Technology Initiatives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|---|
| District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. Schools: All Schools | Technology | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |

| Activity - Development of MakerSpaces | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|------------|------------|-------------------|-------------------|---|
| Through utilization of funding from the Innovative Approaches to Literacy Grant, we will begin developing a plan to create and implement MakerSpaces at each school. A District-wide team of administrators and teacher leaders will visit other sites, research effective areas to include, create a budget for their areas, and prioritize the implementation of areas in their plan. Schools: All Schools | Technology, Academic Support Program | 02/01/2017 | 12/29/2017 | \$30000 | Grant Funds | Amy Gilkison, Chief Academic Officer Lisa Rizzo, IAL Grant Coordinator |

Strategy 5:

Operational Efficiency and Effectiveness - District leadership will develop and implement systems and processes that support the efficient and effective completion of work to maintain an effective working and learning environment for all students and staff.

Category: Continuous Improvement

| Activity - Facility and Maintenance Processes & Procedures | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| The district's facility director will collaborate with other leadership to review and revise all facility and maintenance processes to improve efficiency. Areas of focus for processes will include annual needs assessment of facilities, work order process, and a systematic process for monitoring/walkthroughs of facilities. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Tim Grayson, Facilities/Main tenance/Transportation Director |

| Activity - Technology Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| The tech department will collaborate with other leadership to review and revise technology department processes. Areas of focus will include the tech work order process, district technology plans, and expansion of the 1:1 initiative. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Rusty Adams, Director of Instructional Technology |
| Activity - Finance Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The finance director will collaborate with other leadership to review and revise finance processes to improve efficiency. Areas of focus will include the use of an electronic format for purchase orders. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Tete Turner, Finance Director |
| Activity - Food Service Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The food service director will collaborate with other leadership to review and revise food service processes. Areas of focus will be the district's wellness policy and the utilization of a calorie counting process for the district. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Andrea Whiles, Food Services Director |
| Activity - Special Education Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The special education director will collaborate with other leadership and staff to review and revise special education processes within the district. Areas of focus will include monitoring of folders, proper utilization of Infinite Campus, effective processes for monitoring development of IEPs within the district, accountability for teachers, and providing training for teachers on instructional strategies for their students. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Lisa Swanson, Special Education Director |
| Activity - Student Services Processes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The DPP will collaborate with other leadership to review and revise student service processes in the district. Areas of focus will be development of a process to prevent and monitor bullying incidents in the district and district attendance.. Schools: All Schools | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Kevin McCormick, Interim DPP |

Goal 7: 2016-2017: By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%.

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Measurable Objective 1:

collaborate to decrease the number of students scoring novice in all content areas and subcategories by 10% by 12/29/2017 as measured by KPREP assessments.

Strategy 1:

Instructional Support - Support will be provided to all schools to continue working toward moving their school closer to proficiency and to assist with closing gaps.

Category: Continuous Improvement

| Activity - Implementation & Monitoring of Instructional Strategy Trainings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Teachers have received training in research-based instructional strategies to build their toolboxes of knowledge. Training was focused on the work and research of Stephanie Harvey, Marzano, Silver & Strong, Kagan, and Beuhl. Teachers are now implementing the strategies in their classrooms and will be monitored by district and school leaders through walkthroughs and observations. Schools: All Schools | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Project Based Learning Pilot | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| To begin implementation of a Project Based Learning Initiative, a group of teachers will be asked to participate in a pilot group that will attend training and implement PBL in their classrooms on a regular basis. As part of the pilot group, district and school leaders will provide feedback on observations and walkthroughs and work with the pilot participants to plan next steps for implementation in the district. Schools: All Schools | Professional Learning, Academic Support Program | 06/01/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

Strategy 2:

Teacher Professional Learning - In order to increase the effectiveness of our teachers, targeted professional learning opportunities will be planned for implementation.

Category: Professional Learning & Support

| Activity - Teacher Induction Program Expansion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. Schools: All Schools | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |

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| Activity - Poverty Training & Awareness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|--|
| To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. Schools: All Schools | Community Engagement, Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Activity - Teacher Leadership Cadre | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. Schools: All Schools | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |

Measurable Objective 2:

collaborate to improve the Rtl processes in all schools to assist with closing the achievement gaps by 12/29/2017 as measured by KPREP, EOC, and ACT test data.

Strategy 1:

Rtl Interventions - As part of the District Rtl Processes, all schools will plan, implement, and monitor effective interventions for all students in Tier I, II, and III.

Category: Continuous Improvement

Research Cited: Mike Mattos, It's About Time resources from Solution Tree

| Activity - Tier I Core Instruction Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| To improve our inverted Rtl pyramid, teachers will work to improve their core instruction. As part of the process, teachers will be identifying essential standards for their content area and grade level, tracking data to justify mastery of essential standards and identify students that need additional instruction, and provide targeted Tier I interventions for identified students. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Amy Gilkison, Chief Academic Officer |
| Activity - Schoolwide Rtl Block | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------------|-------------------|-----------------|--------------------------|--------------------------|-------------------------------------|
| School leaders will evaluate their current RtI Block to identify areas for improvement and revise their plans to better meet the needs of students in both literacy and math. Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Carla Davis, Director of Curriculum |
| Activity - Tier II/III Math & Literacy Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each school will utilize math/literacy intervention materials and programs with their Tier II/III students. District and school leaders will monitor the implementation and data to assess the effectiveness while determining next steps to improve the process Schools: All Schools | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | No Funding Required | Carla Davis, Director of Curriculum |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|------------|------------|-------------------|---|
| Guided Math | The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |
| Formative Assessment Strategy Training & Resources | The district will work with each school to provide training and resources on formative assessment strategies for their teachers. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$2000 | Amy Gilkison, Chief Academic Officer |
| Total | | | | | \$5000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--|------------|------------|-------------------|--|
| Technology Processes | The tech department will collaborate with other leadership to review and revise technology department processes. Areas of focus will include the tech work order process, district technology plans, and expansion of the 1:1 initiative. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Rusty Adams, Director of Instructional Technology |
| Finance Processes | The finance director will collaborate with other leadership to review and revise finance processes to improve efficiency. Areas of focus will include the use of an electronic format for purchase orders. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Tete Turner, Finance Director |
| Continue Monitoring of College Readiness | Through effective utilization of MAP and CERT, leaders can monitor how many of our students are on track to be college ready. Reports and data analysis from these assessment programs will be utilized to determine interventions and next steps for the school and district. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |

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|---|---|--|------------|------------|-----|--------------------------------------|
| Implementation & Monitoring of Instructional Strategy Trainings | Teachers have received training in research-based instructional strategies to build their toolboxes of knowledge. Training was focused on the work and research of Stephanie Harvey, Marzano, Silver & Strong, Kagan, and Beuhl. Teachers are now implementing the strategies in their classrooms and will be monitored by district and school leaders through walkthroughs and observations. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Data Collection & Analysis for Interventions | In coordination with each school, the district will work to develop and implement a plan that includes collecting and analyzing instructional data on a regular basis to determine intervention needs, progress, and next steps. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Continue Providing PLC Lead Training & Support | District leaders will collaborate with school leaders to continue providing additional trainings and support for PLC Leaders to increase their effectiveness. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Refinement of K-12 Curriculum Maps | The district will work with school leadership to revise and update all K-12 curriculum documents. The work will focus on curriculum maps, pacing guides, essential standards, and will ensure that all documents align to each content area and grade level standards. Instructional coaches will work with teachers to guide this work in each school. The process is a continual progress and the work will focus on implementing the process with all staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Effective Use of the Persistence to Graduation Tool | The DPP will provide any additional training to administrators in how to access, analyze, and use the Persistence to Graduation Tool that's available in Infinite Campus. Administrators will be responsible for sharing and utilizing this tool with their staff to help identify at-risk students in their building. Through early identification and building supports for these students, future drop outs will be prevented. The main focus of the work will center around how effective the schools are utilizing the tool with their staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Expansion of Dual Credit & CCR Programs | District leaders will collaborate with school leaders to plan and implement additional opportunities for students participating in the dual credit program and CCR options for students. Through expansion of the PLTW Biomedical Pathway, students will be able to take the additional courses required for the pathway. Other possible programs that are being investigated include a joint ROTC program with other River City Districts. A recent grant application for Upward Bound was submitted and if awarded, multiple new opportunities will be available to help our students become CCR. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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|---|---|--------------------------|------------|------------|-----|---|
| Review and Refine Current Procedures | District leadership will implement a systematic process to review and refine current procedures within the district. Each department will participate and publish their procedures for clarification. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Rtl Processes | The district will collaborate with the schools to evaluate, revise, and implement a thorough process by utilizing model plans, KSI document, and evidence based interventions. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Schoolwide Rtl Block | School leaders will evaluate their current Rtl Block to identify areas for improvement and revise their plans to better meet the needs of students in both literacy and math. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Implementation and Monitoring District Instructional Technology Initiatives | District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. | Technology | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |
| Food Service Processes | The food service director will collaborate with other leadership to review and revise food service processes. Areas of focus will be the district's wellness policy and the utilization of a calorie counting process for the district. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Andrea Whiles, Food Services Director |
| Special Education Processes | The special education director will collaborate with other leadership and staff to review and revise special education processes within the district. Areas of focus will include monitoring of folders, proper utilization of Infinite Campus, effective processes for monitoring development of IEPs within the district, accountability for teachers, and providing training for teachers on instructional strategies for their students. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Lisa Swanson, Special Education Director |
| Continue Interventionist Support | The district will collaborate with school administrations to provide the Math and ELA interventionists with further training and support to increase their effectiveness. Areas of focus will include data analysis of student progress, designing instruction to meet the individual needs of their students, and incorporating a variety of formative assessments to determine the content mastered by their students. The district will also implement a more thorough system to monitor the effectiveness of the intervention classes. Through implementation of the Title I, RTA, and MAF interventionists, the effectiveness of services will be increased. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |

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|---|--|---|------------|------------|-----|---|
| Continue Development of Processes | District leadership will work to develop and implement department processes to ensure that all departments within the district review and refine their procedures. Leadership will collaboratively publish and communicate the processes with all stakeholders. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Data Analysis Process | The district will work with school leadership to develop and implement a process for data analysis of all assessments within their buildings. School leadership will ensure all teachers are trained on the process, monitor the implementation of the process, and provide feedback to teachers regarding their analysis. Within the process, utilization of all available data for instructional decisions will be an expectation to ensure students are making progress in each teacher's class. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Monitoring of PLC Protocols | The district will collaborate with school leadership to monitor an effective protocol that each building will follow with their PLC meetings each week. The protocols will focus on continued improvement through narrowing the focus to target areas of need for each building. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Poverty Training & Awareness | To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. | Community Engagement, Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Utilization of Technology for Assessments | The district will work with schools to ensure all available technology is being utilized in the assessment system. Training will be provided to school leadership on how to use the tools effectively for assessment development and analysis. Once trained, school leaders will lead training for their teachers in the assessment and data analysis tools. Pieces of technology that will be utilized for assessments are GradeCam, Schoology, and apps for iPads. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Refinement of Common Unit Assessments | The district will collaborate with schools to refine and implement quality common unit assessments. Each school will be responsible for overseeing the development, implementation, analysis, and interventions based on data analysis to help students master the essential standards assessed. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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|---|---|---|------------|------------|-----|---|
| Reading Program Analysis | Each school will work with the district to analyze their current reading program for effectiveness and to determine next steps for future professional learning or other possible programs needed at their buildings. A committee of teacher leaders from each school will participate in the analysis process. | Academic Support Program | 02/01/2017 | 08/31/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Communication of Manual | District leadership will ensure that multiple forms of communication are utilized with all stakeholders to clarify all district processes and procedures. | Policy and Process | 08/01/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Monitoring the Implementation of Structure of Lesson Expectations | District and school leadership will collaborate to monitor the implementation of the expectations for the structure of a lesson within their building. Through monitoring of lesson/unit plans and walkthroughs, all administrators will be able to monitor implementation of these expectations. Areas that are addressed in the expectations are: first 15 minutes of a lesson, whole group instruction, small group instruction, use of explicit instruction, and the closing of a lesson. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Mastery of Standards Monitoring Process | District and school leadership will collaborate to develop a process for monitoring the mastery of essential standards within each school. This process will be the district's first step toward standards based grading. | Academic Support Program | 08/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Monitoring Process for Strategic Plan | District leadership will develop a process for implementation and monitoring of the strategic plan. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Facility and Maintenance Processes & Procedures | The district's facility director will collaborate with other leadership to review and revise all facility and maintenance processes to improve efficiency. Areas of focus for processes will include annual needs assessment of facilities, work order process, and a systematic process for monitoring/walkthroughs of facilities. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Tim Grayson, Facilities/Main tenance/Tran sportation Director |
| Project Based Learning Pilot | To begin implementation of a Project Based Learning Initiative, a group of teachers will be asked to participate in a pilot group that will attend training and implement PBL in their classrooms on a regular basis. As part of the pilot group, district and school leaders will provide feedback on observations and walkthroughs and work with the pilot participants to plan next steps for implementation in the district. | Professional Learning, Academic Support Program | 06/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

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Newport Independent

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| Student Services Processes | The DPP will collaborate with other leadership to review and revise student service processes in the district. Areas of focus will be development of a process to prevent and monitor bullying incidents in the district and district attendance.. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Teacher Induction Program Expansion | In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Tier I Core Instruction Interventions | To improve our inverted Rtl pyramid, teachers will work to improve their core instruction. As part of the process, teachers will be identifying essential standards for their content area and grade level, tracking data to justify mastery of essential standards and identify students that need additional instruction, and provide targeted Tier I interventions for identified students. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Continue Work to Develop the Newport Promise Program | District leaders will collaborate with stakeholders to continue development of the Newport Promise Program to extend post secondary opportunities for Newport students. Following the feasibility study, stakeholders are now starting the next steps required to develop the program. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent |
| Teacher Leadership Cadre | Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |
| Tier II/III Math & Literacy Interventions | Each school will utilize math/literacy intervention materials and programs with their Tier II/III students. District and school leaders will monitor the implementation and data to assess the effectiveness while determining next steps to improve the process | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| ACT & CCR Interventions | District leaders will collaborate with school leaders to develop, plan, and implement effective interventions to prepare our students for the ACT. Through data analysis, students will be provided targeted interventions for areas of need through Torch Prep ACT interventions and WIN Learning. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |

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| Continue Monitoring of Attendance Plans | The district will guide the schools to assess, revise, and implement an attendance plan that will increase student attendance. All stakeholders will be included in revisions, implementation, and monitoring of the plans. District leaders will monitor the implementation process at each school through the use of walkthroughs, site visits, and observations. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Implementation & Monitoring of 30-60-90 Day Plans | District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Implementation & Monitoring of Assessment Expectations | The district will work with each school to implement and monitor the assessment expectations for their staff. The expectations address formative assessments, summative assessments, analysis procedures, and steps that teachers will be expected to take following analysis if students did not master the essential standards. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Implementation & Monitoring of Literacy Initiatives | The district will work with all schools to develop a reflection tool to assess current implementation of strategies and initiatives. The results of this tool will be utilized with other walkthrough data to determine next steps for professional learning. In addition to training, the district will collaborate with the schools to provide support and resources for the literacy initiatives, including Stephanie Harvey, interactive writing journals, etc... Classroom walkthroughs and observations will be utilized to monitor the implementation. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Total | | | | | \$0 | |

IDEA

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|------------|------------|-------------------|---|
| College and Career Readiness Initiative for Alternate Assessment Students | The DOSE will be participating in a Task Force at KDE to provide input on the new CCR requirements. The district will collaborate with all schools to develop a District Level CCR Team to focus on developing a plan to assist Alternate Assessment students with CCR. Training will be provided for all stakeholders involved in the Alternate Assessments to ensure they are informed about all of the new requirements for the pilot program. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1500 | Lisa Swanson, Director of Special Education |
| Special Education Professional Learning Opportunities | The DOSE will collaborate with all schools to provide professional learning opportunities for all Special Education teachers. The focus areas of training will include explicit instruction and behavior strategies. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1800 | Lisa Swanson, Director of Special Education |

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| Rtl Training for District Team | District Rtl Team Members will participate in Rtl training and provide follow-up training for teachers regarding strategies and next steps for the Rtl processes within their school. This team will work collaboratively to aid in the revisions to the district Rtl processes, data collection, and planning next steps for interventions within their school. | Behavioral Support Program, Academic Support Program | 01/03/2017 | 08/01/2017 | \$15000 | Carla Davis, Director of Curriculum |
| Total | | | | | \$18300 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|------------|------------|-------------------|---|
| Continue District Transition Activities | The district will collaborate with school administrators to plan and implement transitional activities for all students. The activities will help to provide smooth transitions between grade levels and schools. The district's Move Up Day will occur at the end of the school year to provide students the experience of visiting their upcoming classroom, school, and teacher for the next school year. Before the start of the new school year, the district's Back to School Bash will provide families an opportunity to meet school staff, district leadership, and obtain information regarding available resources. District Home Visits will occur during the summer to allow students and their families another opportunity to meet teachers and begin building a positive relationship that's centered around creating a successful experience for all students. By providing these opportunities for our students, this support will eliminate barriers for at-risk students. This year, all of our transition activities will be very important since we will be reconfiguring the schools in our district. Through effective implementation of these activities, all students will be able to transition to their new schools and grades effectively. | Academic Support Program | 03/01/2017 | 08/31/2017 | \$15000 | Carla Davis, Director of Curriculum Kevin McCormick, Interim DPP |
| Total | | | | | \$15000 | |

Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|--------------------------------------|------------|------------|-------------------|---|
| Development of MakerSpaces | Through utilization of funding from the Innovative Approaches to Literacy Grant, we will begin developing a plan to create and implement MakerSpaces at each school. A District-wide team of administrators and teacher leaders will visit other sites, research effective areas to include, create a budget for their areas, and prioritize the implementation of areas in their plan. | Technology, Academic Support Program | 02/01/2017 | 12/29/2017 | \$30000 | Amy Gilkison, Chief Academic Officer Lisa Rizzo, IAL Grant Coordinator |

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| Effective Implementation of Book Room Resources | The district will collaborate with school staff to assess the current needs for any additional literacy resources for each school's book rooms. Resources may include content area reading materials to align with content standards, mentor texts, professional literacy strategy resources, reader's theatre, and additional leveled reading materials for guided reading. Along with purchasing new resources, adequate training on how to utilize the resources will be provided to teachers that need additional assistance. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$30000 | Diane Hatfield, IAL Grant Coordinator Amy Gilkison, Chief Academic Officer |
| Total | | | | | \$60000 | |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|------------|------------|-------------------|---|
| Effective Use of the Persistence to Graduation Tool | The DPP will provide any additional training to administrators in how to access, analyze, and use the Persistence to Graduation Tool that's available in Infinite Campus. Administrators will be responsible for sharing and utilizing this tool with their staff to help identify at-risk students in their building. Through early identification and building supports for these students, future drop outs will be prevented. The main focus of the work will center around how effective the schools are utilizing the tool with their staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Continue District Transition Activities | The district will collaborate with school administrators to plan and implement transitional activities for all students. The activities will help to provide smooth transitions between grade levels and schools. The district's Move Up Day will occur at the end of the school year to provide students the experience of visiting their upcoming classroom, school, and teacher for the next school year. Before the start of the new school year, the district's Back to School Bash will provide families an opportunity to meet school staff, district leadership, and obtain information regarding available resources. District Home Visits will occur during the summer to allow students and their families another opportunity to meet teachers and begin building a positive relationship that's centered around creating a successful experience for all students. By providing these opportunities for our students, this support will eliminate barriers for at-risk students. This year, all of our transition activities will be very important since we will be reconfiguring the schools in our district. Through effective implementation of these activities, all students will be able to transition to their new schools and grades effectively. | Academic Support Program | 03/01/2017 | 08/31/2017 | \$15000 | Carla Davis, Director of Curriculum Kevin McCormick, Interim DPP |
| Rtl Processes | The district will collaborate with the schools to evaluate, revise, and implement a thorough process by utilizing model plans, KSI document, and evidence based interventions. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |

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|---|---|--------------------------|------------|------------|---------|---|
| Data Collection & Analysis for Interventions | In coordination with each school, the district will work to develop and implement a plan that includes collecting and analyzing instructional data on a regular basis to determine intervention needs, progress, and next steps. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Continue Interventionist Support | The district will collaborate with school administrations to provide the Math and ELA interventionists with further training and support to increase their effectiveness. Areas of focus will include data analysis of student progress, designing instruction to meet the individual needs of their students, and incorporating a variety of formative assessments to determine the content mastered by their students. The district will also implement a more thorough system to monitor the effectiveness of the intervention classes. Through implementation of the Title I, RTA, and MAF interventionists, the effectiveness of services will be increased. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Continue Monitoring of Attendance Plans | The district will guide the schools to assess, revise, and implement an attendance plan that will increase student attendance. All stakeholders will be included in revisions, implementation, and monitoring of the plans. District leaders will monitor the implementation process at each school through the use of walkthroughs, site visits, and observations. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Effective Implementation of Book Room Resources | The district will collaborate with school staff to assess the current needs for any additional literacy resources for each school's book rooms. Resources may include content area reading materials to align with content standards, mentor texts, professional literacy strategy resources, reader's theatre, and additional leveled reading materials for guided reading. Along with purchasing new resources, adequate training on how to utilize the resources will be provided to teachers that need additional assistance. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$30000 | Diane Hatfield, IAL Grant Coordinator Amy Gilkison, Chief Academic Officer |
| Refinement of K-12 Curriculum Maps | The district will work with school leadership to revise and update all K-12 curriculum documents. The work will focus on curriculum maps, pacing guides, essential standards, and will ensure that all documents align to each content area and grade level standards. Instructional coaches will work with teachers to guide this work in each school. The process is a continual progress and the work will focus on implementing the process with all staff. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Monitoring the Implementation of Structure of Lesson Expectations | District and school leadership will collaborate to monitor the implementation of the expectations for the structure of a lesson within their building. Through monitoring of lesson/unit plans and walkthroughs, all administrators will be able to monitor implementation of these expectations. Areas that are addressed in the expectations are: first 15 minutes of a lesson, whole group instruction, small group instruction, use of explicit instruction, and the closing of a lesson. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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| Refinement of Common Unit Assessments | The district will collaborate with schools to refine and implement quality common unit assessments. Each school will be responsible for overseeing the development, implementation, analysis, and interventions based on data analysis to help students master the essential standards assessed. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Implementation & Monitoring of Assessment Expectations | The district will work with each school to implement and monitor the assessment expectations for their staff. The expectations address formative assessments, summative assessments, analysis procedures, and steps that teachers will be expected to take following analysis if students did not master the essential standards. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Formative Assessment Strategy Training & Resources | The district will work with each school to provide training and resources on formative assessment strategies for their teachers. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$2000 | Amy Gilkison, Chief Academic Officer |
| Data Analysis Process | The district will work with school leadership to develop and implement a process for data analysis of all assessments within their buildings. School leadership will ensure all teachers are trained on the process, monitor the implementation of the process, and provide feedback to teachers regarding their analysis. Within the process, utilization of all available data for instructional decisions will be an expectation to ensure students are making progress in each teacher's class. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Mastery of Standards Monitoring Process | District and school leadership will collaborate to develop a process for monitoring the mastery of essential standards within each school. This process will be the district's first step toward standards based grading. | Academic Support Program | 08/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Utilization of Technology for Assessments | The district will work with schools to ensure all available technology is being utilized in the assessment system. Training will be provided to school leadership on how to use the tools effectively for assessment development and analysis. Once trained, school leaders will lead training for their teachers in the assessment and data analysis tools. Pieces of technology that will be utilized for assessments are GradeCam, Schoology, and apps for iPads. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Monitoring of PLC Protocols | The district will collaborate with school leadership to monitor an effective protocol that each building will follow with their PLC meetings each week. The protocols will focus on continued improvement through narrowing the focus to target areas of need for each building. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Monitoring Process for Strategic Plan | District leadership will develop a process for implementation and monitoring of the strategic plan. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

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| Continue Development of Processes | District leadership will work to develop and implement department processes to ensure that all departments within the district review and refine their procedures. Leadership will collaboratively publish and communicate the processes with all stakeholders. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Review and Refine Current Procedures | District leadership will implement a systematic process to review and refine current procedures within the district. Each department will participate and publish their procedures for clarification. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Communication of Manual | District leadership will ensure that multiple forms of communication are utilized with all stakeholders to clarify all district processes and procedures. | Policy and Process | 08/01/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |
| Implementation & Monitoring of 30-60-90 Day Plans | District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Implementation and Monitoring District Instructional Technology Initiatives | District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. | Technology | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |
| Facility and Maintenance Processes & Procedures | The district's facility director will collaborate with other leadership to review and revise all facility and maintenance processes to improve efficiency. Areas of focus for processes will include annual needs assessment of facilities, work order process, and a systematic process for monitoring/walkthroughs of facilities. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Tim Grayson, Facilities/Main tenance/Transportation Director |
| Technology Processes | The tech department will collaborate with other leadership to review and revise technology department processes. Areas of focus will include the tech work order process, district technology plans, and expansion of the 1:1 initiative. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Rusty Adams, Director of Instructional Technology |
| Finance Processes | The finance director will collaborate with other leadership to review and revise finance processes to improve efficiency. Areas of focus will include the use of an electronic format for purchase orders. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Tete Turner, Finance Director |

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| Food Service Processes | The food service director will collaborate with other leadership to review and revise food service processes. Areas of focus will be the district's wellness policy and the utilization of a calorie counting process for the district. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Andrea Whiles, Food Services Director |
| Special Education Processes | The special education director will collaborate with other leadership and staff to review and revise special education processes within the district. Areas of focus will include monitoring of folders, proper utilization of Infinite Campus, effective processes for monitoring development of IEPs within the district, accountability for teachers, and providing training for teachers on instructional strategies for their students. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Lisa Swanson, Special Education Director |
| Student Services Processes | The DPP will collaborate with other leadership to review and revise student service processes in the district. Areas of focus will be development of a process to prevent and monitor bullying incidents in the district and district attendance.. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 | Kevin McCormick, Interim DPP |
| Implementation & Monitoring of Instructional Strategy Trainings | Teachers have received training in research-based instructional strategies to build their toolboxes of knowledge. Training was focused on the work and research of Stephanie Harvey, Marzano, Silver & Strong, Kagan, and Beuhl. Teachers are now implementing the strategies in their classrooms and will be monitored by district and school leaders through walkthroughs and observations. | Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Continue Work to Develop the Newport Promise Program | District leaders will collaborate with stakeholders to continue development of the Newport Promise Program to extend post secondary opportunities for Newport students. Following the feasibility study, stakeholders are now starting the next steps required to develop the program. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Kelly Middleton, Superintendent |
| Rtl Training for District Team | District Rtl Team Members will participate in Rtl training and provide follow-up training for teachers regarding strategies and next steps for the Rtl processes within their school. This team will work collaboratively to aid in the revisions to the district Rtl processes, data collection, and planning next steps for interventions within their school. | Behavioral Support Program, Academic Support Program | 01/03/2017 | 08/01/2017 | \$15000 | Carla Davis, Director of Curriculum |
| Continue Providing PLC Lead Training & Support | District leaders will collaborate with school leaders to continue providing additional trainings and support for PLC Leaders to increase their effectiveness. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Implementation & Monitoring of Literacy Initiatives | The district will work with all schools to develop a reflection tool to assess current implementation of strategies and initiatives. The results of this tool will be utilized with other walkthrough data to determine next steps for professional learning. In addition to training, the district will collaborate with the schools to provide support and resources for the literacy initiatives, including Stephanie Harvey, interactive writing journals, etc... Classroom walkthroughs and observations will be utilized to monitor the implementation. | Academic Support Program | 03/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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|---|--|---|------------|------------|---------|--|
| Special Education Professional Learning Opportunities | The DOSE will collaborate with all schools to provide professional learning opportunities for all Special Education teachers. The focus areas of training will include explicit instruction and behavior strategies. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1800 | Lisa Swanson, Director of Special Education |
| Development of MakerSpaces | Through utilization of funding from the Innovative Approaches to Literacy Grant, we will begin developing a plan to create and implement MakerSpaces at each school. A District-wide team of administrators and teacher leaders will visit other sites, research effective areas to include, create a budget for their areas, and prioritize the implementation of areas in their plan. | Technology, Academic Support Program | 02/01/2017 | 12/29/2017 | \$30000 | Amy Gilkison, Chief Academic Officer Lisa Rizzo, IAL Grant Coordinator |
| Teacher Induction Program Expansion | In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Poverty Training & Awareness | To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. | Community Engagement, Professional Learning | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Teacher Leadership Cadre | Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |
| Project Based Learning Pilot | To begin implementation of a Project Based Learning Initiative, a group of teachers will be asked to participate in a pilot group that will attend training and implement PBL in their classrooms on a regular basis. As part of the pilot group, district and school leaders will provide feedback on observations and walkthroughs and work with the pilot participants to plan next steps for implementation in the district. | Professional Learning, Academic Support Program | 06/01/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

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| Tier I Core Instruction Interventions | To improve our inverted Rtl pyramid, teachers will work to improve their core instruction. As part of the process, teachers will be identifying essential standards for their content area and grade level, tracking data to justify mastery of essential standards and identify students that need additional instruction, and provide targeted Tier I interventions for identified students. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Schoolwide Rtl Block | School leaders will evaluate their current Rtl Block to identify areas for improvement and revise their plans to better meet the needs of students in both literacy and math. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Tier II/III Math & Literacy Interventions | Each school will utilize math/literacy intervention materials and programs with their Tier II/III students. District and school leaders will monitor the implementation and data to assess the effectiveness while determining next steps to improve the process | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Carla Davis, Director of Curriculum |
| Total | | | | | \$93800 | |

Newport Primary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|--------------------------|------------|------------|-------------------|---|
| Reading Program Analysis | Each school will work with the district to analyze their current reading program for effectiveness and to determine next steps for future professional learning or other possible programs needed at their buildings. A committee of teacher leaders from each school will participate in the analysis process. | Academic Support Program | 02/01/2017 | 08/31/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Guided Math | The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |
| Total | | | | | \$3000 | |

Newport Intermediate School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|--------------------------|------------|------------|-------------------|--------------------------------------|
| Reading Program Analysis | Each school will work with the district to analyze their current reading program for effectiveness and to determine next steps for future professional learning or other possible programs needed at their buildings. A committee of teacher leaders from each school will participate in the analysis process. | Academic Support Program | 02/01/2017 | 08/31/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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|---|---|---|------------|------------|---------------|---|
| Guided Math | The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |
| College and Career Readiness Initiative for Alternate Assessment Students | The DOSE will be participating in a Task Force at KDE to provide input on the new CCR requirements. The district will collaborate with all schools to develop a District Level CCR Team to focus on developing a plan to assist Alternate Assessment students with CCR. Training will be provided for all stakeholders involved in the Alternate Assessments to ensure they are informed about all of the new requirements for the pilot program. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1500 | Lisa Swanson, Director of Special Education |
| Total | | | | | \$4500 | |

Newport High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--|------------|------------|-------------------|---|
| Reading Program Analysis | Each school will work with the district to analyze their current reading program for effectiveness and to determine next steps for future professional learning or other possible programs needed at their buildings. A committee of teacher leaders from each school will participate in the analysis process. | Academic Support Program | 02/01/2017 | 08/31/2017 | \$0 | Amy Gilkison, Chief Academic Officer |
| Guided Math | The district will collaborate with the schools to conduct a book study on Guided Math and effective practices for implementation in their classes. Training, support, and resources will be provided to teachers to help with implementation of Guided Math. One area of focus for future training will include effective planning and implementation of math centers in Guided Math. | Academic Support Program | 05/01/2017 | 12/29/2017 | \$3000 | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |
| Expansion of Dual Credit & CCR Programs | District leaders will collaborate with school leaders to plan and implement additional opportunities for students participating in the dual credit program and CCR options for students. Through expansion of the PLTW Biomedical Pathway, students will be able to take the additional courses required for the pathway. Other possible programs that are being investigated include a joint ROTC program with other River City Districts. A recent grant application for Upward Bound was submitted and if awarded, multiple new opportunities will be available to help our students become CCR. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer |

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|---|---|--|------------|------------|---------------|--|
| Continue Monitoring of College Readiness | Through effective utilization of MAP and CERT, leaders can monitor how many of our students are on track to be college ready. Reports and data analysis from these assessment programs will be utilized to determine interventions and next steps for the school and district. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |
| ACT & CCR Interventions | District leaders will collaborate with school leaders to develop, plan, and implement effective interventions to prepare our students for the ACT. Through data analysis, students will be provided targeted interventions for areas of need through Torch Prep ACT interventions and WIN Learning. | Career Preparation/Orientation, Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 | Amy Gilkison, Chief Academic Officer Rachel Ball, CCR Coach |
| College and Career Readiness Initiative for Alternate Assessment Students | The DOSE will be participating in a Task Force at KDE to provide input on the new CCR requirements. The district will collaborate with all schools to develop a District Level CCR Team to focus on developing a plan to assist Alternate Assessment students with CCR. Training will be provided for all stakeholders involved in the Alternate Assessments to ensure they are informed about all of the new requirements for the pilot program. | Professional Learning, Academic Support Program | 01/03/2017 | 12/29/2017 | \$1500 | Lisa Swanson, Director of Special Education |
| Total | | | | | \$4500 | |

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1. | All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 2. | The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3. | All teachers in our district including those providing services to private school students are highly qualified. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 4. | All paraeducators in our district including those providing services to private school students are highly qualified. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--------------------------------------|------------|
| 5. | All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below. | N/A | No longer a requirement due to ESSA. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 6. | Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 7. | Our district has planned strategies to recruit and retain highly qualified teachers. | Yes | | |

Comprehensive District Improvement Plan

Newport Independent

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8. | Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 9. | Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 10. | Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 11. | Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 12. | Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 13. | Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 14. | Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained. | Yes | | |

Comprehensive District Improvement Plan

Newport Independent

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 15. | Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 16. | Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 17. | Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 18. | Our district ensures proper maintenance of records according to federal program guidelines. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 19. | Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 20. | Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 21. | Our district ensures that only eligible schools are served by Title I, Part A. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 22. | Our district ensures that low-income data for all schools is taken on the same day. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 23. | Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget. | Yes | | |

Comprehensive District Improvement Plan

Newport Independent

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 24. | Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 25. | Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 26. | Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district. | N/A | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 27. | Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 28. | Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 29. | Our district ensures that parents are involved in deciding ways in which parent involvement funds are used. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 30. | Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs. | Yes | | |

Comprehensive District Improvement Plan

Newport Independent

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 31. | Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 32. | Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 33. | Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 34. | Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 35. | For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified. | N/A | All teachers are highly qualified in the district. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 36. | Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 37. | We certify that we are a District of Innovation and attach the approved application. | N/A | | |

Comprehensive District Improvement Plan

Newport Independent

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 38. | The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place. | Yes | | |

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

2016-2017 Goal: Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019.

Measurable Objective 1:

collaborate to ensure non-duplicated gap group will increase the percentage of students scoring at the proficient level to 42.6 in elementary school, 47.4 in middle school, and 48.4 in high school by 12/29/2017 as measured by state required assessments included in the School Report Card.

Strategy1:

Special Education Program Support - The district and school administrators will collaborate to provide on-going support for the special education teachers to provide them with proper training and resources. With this support, the teachers will be equipped with strategies, processes, and interventions needed to help close the gaps for students with disabilities.

Category: Professional Learning & Support

Research Cited:

| Activity - Special Education Professional Learning Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| The DOSE will collaborate with all schools to provide professional learning opportunities for all Special Education teachers. The focus areas of training will include explicit instruction and behavior strategies. | Academic Support Program Professional Learning | 01/03/2017 | 12/29/2017 | \$1800 - IDEA | Lisa Swanson, Director of Special Education |

Goal 2:

2016-2017 Goal: Newport Independent Schools will implement research-based strategies to meet their Learners Annual Measurable Objective of 51.6 in 2017.

Measurable Objective 1:

collaborate to ensure quality instructional and assessment practices are used in all schools to increase the weighted Learners score to 38 in elementary school, 51.1 in middle school, and 67.5 in high school by 06/30/2017 as measured by progress on state testing as reported in the School Report Card..

Comprehensive District Improvement Plan

Newport Independent

Strategy1:

Professional Learning Communities - The district will collaborate with each school to ensure that PLC time is being effectively utilized within their building.

Category: Continuous Improvement

Research Cited:

| Activity - Continue Providing PLC Lead Training & Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------------------------|
| District leaders will collaborate with school leaders to continue providing additional trainings and support for PLC Leaders to increase their effectiveness. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy2:

Balanced Assessment Systems - The district will collaborate with all schools to develop a quality, comprehensive balanced assessment system for each school.

Category: Continuous Improvement

Research Cited:

| Activity - Formative Assessment Strategy Training & Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--------------------------------------|
| The district will work with each school to provide training and resources on formative assessment strategies for their teachers. | Academic Support Program | 01/03/2017 | 12/29/2017 | \$2000 - Title II Part A | Amy Gilkison, Chief Academic Officer |

Goal 3:

2016-2017 Goal: Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017.

Measurable Objective 1:

collaborate to increase the district's overall accountability score from 61.1 to meet or exceed the state average by 12/31/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

District Strategic Planning - Strategic Planning

Category: Continuous Improvement

Research Cited:

| Activity - Monitoring Process for Strategic Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| District leadership will develop a process for implementation and monitoring of the strategic plan. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Kelly Middleton, Superintendent Amy Gilkison, Chief Academic Officer |

Comprehensive District Improvement Plan

Newport Independent

Strategy2:

21st Century Learning Initiatives - The district will collaborate with school leadership to help develop and implement 21st Century Learning initiatives.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation and Monitoring District Instructional Technology Initiatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. | Technology | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |

Strategy3:

Continuous School/District Improvement Strategies - The district will collaborate with school leadership to develop and implement strategies for continuous improvement. Utilization of quality tools for implementing, monitoring, and communicating strategies will be utilized within the district.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation & Monitoring of 30-60-90 Day Plans | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Goal 4:

2016-2017: By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in all content areas and subcategories by 10% by 12/29/2017 as measured by KPREP assessments.

Strategy1:

Instructional Support - Support will be provided to all schools to continue working toward moving their school closer to proficiency and to assist with closing gaps.

Category: Continuous Improvement

Comprehensive District Improvement Plan

Newport Independent

Research Cited:

| Activity - Project Based Learning Pilot | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| To begin implementation of a Project Based Learning Initiative, a group of teachers will be asked to participate in a pilot group that will attend training and implement PBL in their classrooms on a regular basis. As part of the pilot group, district and school leaders will provide feedback on observations and walkthroughs and work with the pilot participants to plan next steps for implementation in the district. | Professional Learning Academic Support Program | 06/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum |

Strategy2:

Teacher Professional Learning - In order to increase the effectiveness of our teachers, targeted professional learning opportunities will be planned for implementation.

Category: Professional Learning & Support

Research Cited:

| Activity - Teacher Leadership Cadre | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |

| Activity - Teacher Induction Program Expansion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--------------------------------------|
| In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Poverty Training & Awareness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--------------------------------------|
| To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. | Community Engagement Professional Learning | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Comprehensive District Improvement Plan

Newport Independent

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

2016-2017 Goal: Increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, to 62.4 in middle school, and to 63.2 in high school by 2019.

Measurable Objective 1:

collaborate to ensure non-duplicated gap group will increase the percentage of students scoring at the proficient level to 42.6 in elementary school, 47.4 in middle school, and 48.4 in high school by 12/29/2017 as measured by state required assessments included in the School Report Card.

Strategy1:

Response to Intervention - The district will collaborate with all schools to develop a systematic process for RtI within the district. Through effective implementation of the RtI tiers, students achievement gaps should begin to close.

Category: Continuous Improvement

Research Cited: KSI Document

| Activity - RtI Training for District Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|-------------------------------------|
| District RtI Team Members will participate in RtI training and provide follow-up training for teachers regarding strategies and next steps for the RtI processes within their school. This team will work collaboratively to aid in the revisions to the district RtI processes, data collection, and planning next steps for interventions within their school. | Academic Support Program Behavioral Support Program | 01/03/2017 | 08/01/2017 | \$15000 - IDEA | Carla Davis, Director of Curriculum |

Goal 2:

2016-2017 Goal: Newport Independent School District will become a proficient school district. The overall accountability score will increase to be at or above the state average by 2017.

Measurable Objective 1:

collaborate to increase the district's overall accountability score from 61.1 to meet or exceed the state average by 12/31/2017 as measured by the Unbridled Learning Accountability Model.

Strategy1:

Continuous School/District Improvement Strategies - The district will collaborate with school leadership to develop and implement strategies for continuous improvement. Utilization of quality tools for implementing, monitoring, and communicating strategies will be utilized within the district.

Category: Continuous Improvement

Research Cited:

SY 2016-2017

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Comprehensive District Improvement Plan

Newport Independent

| Activity - Implementation & Monitoring of 30-60-90 Day Plans | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------------------------|
| District and school leadership will implement and monitor the 30-60-90 day plans to focus their work on making progress toward their school improvement goals. | Policy and Process | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Strategy2:

21st Century Learning Initiatives - The district will collaborate with school leadership to help develop and implement 21st Century Learning initiatives.

Category: Continuous Improvement

Research Cited:

| Activity - Implementation and Monitoring District Instructional Technology Initiatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| District leadership will collaborate with schools to ensure effective implementation and monitoring of the district's technology initiatives, such as iPads, AirBooks, and Apple training. Continued training and resources will occur to ensure effective implementation. Plans are being developed to create a cohort of Teacher Leaders that will be trained to assist each school in effective use and implementation of their technology devices. | Technology | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Rusty Adams, Director of Instructional Technology |

Goal 3:

2016-2017: By 2020, Newport Independent Schools will decrease the number of students scoring at the novice level in all content areas and subcategories by 50%.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in all content areas and subcategories by 10% by 12/29/2017 as measured by KPREP assessments.

Strategy1:

Teacher Professional Learning - In order to increase the effectiveness of our teachers, targeted professional learning opportunities will be planned for implementation.

Category: Professional Learning & Support

Research Cited:

Comprehensive District Improvement Plan

Newport Independent

| Activity - Teacher Leadership Cadre | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Following a planned selection process, teachers will be invited to participate in a Teacher Leadership Cadre to learn leadership skills they can use in their buildings as part of the decision making process and PLC work. | Professional Learning | 05/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer Carla Davis, Director of Curriculum Kelly Middleton, Superintendent |

| Activity - Teacher Induction Program Expansion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--------------------------------------|
| In addition to the District's 1st Year and 2nd Year Teacher Induction Training Programs, all schools will develop and implement a building level training program to provide on-going support to their new teachers. | Professional Learning | 07/01/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

| Activity - Poverty Training & Awareness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------------|
| To expand upon the work our district does with home visits, customer service, and building relationships, district and school leaders will provide training on strategies to engage students from poverty. Leaders will utilize resources from the Eric Jensen Poverty Institute to develop and implement the training. In addition, district leaders will collaborate with school and community leaders to facilitate a Poverty Simulation for all employees to increase their awareness of the impact of poverty on families and students. | Professional Learning Community Engagement | 01/03/2017 | 12/29/2017 | \$0 - No Funding Required | Amy Gilkison, Chief Academic Officer |

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Newport, home of Newport Independent Schools, was founded in 1792 and is situated on the Ohio River, near the Northern most point of Kentucky. Newport is a mature inner-city community located directly adjacent to Cincinnati, Ohio. The community is a densely populated area with a diverse population. Unique features of this community include:

- 2.72 square miles of land
- 15,757 residents (6,000 residents per sq. mile vs. 110 per sq. mile state average)
- 24% of population is 18 years of age or younger
- 86% Caucasian, 8% African-American, 6% Other (Hispanic, Asian-American)
- 24% of the population live below poverty level (compared to 18.6% state average)
- Per capita income of \$22,628; approximately 24% of the population live below poverty level (compared to 18.6% state average)
- Over 50% of housing units are renter occupied (compared to 31.3% state average)
- 20% of residents, under age 65, are without health insurance (compared to 10.5% nationwide average)
- 77.4% of residents have at least a high school diploma (compared to 82.4% state average)
- 20.1% of residents, age 25 or older, have a Bachelor's degree or higher (compared to 29.8% nationwide average)
- 4.8% unemployment (compared to 6.2% state average)

Newport Independent School District is comprised of four schools providing services to 1666 students in preschool through grade twelve, which are:

- Newport Primary School - Grades PK-2
- Newport Intermediate School - Grades 3-6
- Newport High School - Grades 7-12
- Campbell Regional Juvenile Detention Center (CRJDC), an A-6 school
- All A-1 schools are school-wide Title I

NISD Demographics, Features & Services

- 91% of student population qualify for free/reduced meals
- Diverse student population
 - o 56% White
 - o 19% African-American
 - o 14% Bi-racial
 - o 11% Hispanic
- 11.5% of students are experiencing homelessness, which is a total of 191 students district-wide
- District provided services
 - o School Based Health Center with a District-wide Nurse Practitioner

Comprehensive District Improvement Plan

Newport Independent

- o Newport Adult Learning Center
- o Family Resource Centers at Primary & Intermediate Schools
- o Youth Service Centers at Middle & High Schools
- o K-8 21st Century Community Learning Center
- 291 employees
 - o 173 certified
 - o 118 classified
- Welcome Center - centralized enrollment and additional service referrals
- Newport Service, Tools and Empowerment Project (NSTEP) - Homeless Coordinator

The district curriculum is aligned to the Kentucky Core Academic Standards and our focus is on the unique individual needs of our students to include:

- Special Education
- English Language Learners
- Gifted Students
- Early childhood services
- Academic and behavioral responses to intervention

The Newport Independent School District continues to support the efforts in improving achievement by providing high quality evidence-based, differentiated professional growth opportunities for our teachers and giving students rigorous course work that will ensure they have the opportunity to graduate college/career ready. Newport students in grades Kindergarten through ninth grade are assessed on MAP (Measures of Academic Progress) three times a year to determine their current academic levels in order to provide necessary academic interventions and extensions of learning. Newport students in grades ten through twelfth grade are assessed on CERT (College Equipped Readiness Tool) three times a year to determine their current academic levels in order to provide necessary academic interventions and extensions of learning to help meet ACT benchmarks.

Our school district supports education through the arts. Our students are able to participate and experience drama, choir, band, art, and world language. We are fortunate to live in a cultural community that provides vast opportunities to experience the arts.

Continuously improving teaching and learning strategies and increasing parent involvement remain a constant district priority. As a commitment to meet the needs of our uniquely diverse student and parent population, a variety of services are offered and provided. Through efforts of our families, school and community, we anticipate that all efforts will have a prosperous impact on student achievement.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Mission Statement: Preparing students for the future.

Vision Statement: Every child will be proficient and prepared for life, work, and citizenship in the 21st Century.

Values:

- Evolving
- Diverse
- Community
- Kid-Centered
- Positive
- Relationships
- Teamwork
- 21st Century Skills
- Determination
- Challenge
- Respect

Slogan: We're About Kids

Through the collaborative efforts of district leadership and the Newport Independent School Board, the mission, vision, and slogan of Newport Independent Schools was developed. The mission of the Newport Independent School District is "Preparing students for the future." We must work daily to prepare students for a future we cannot even begin to imagine. Students in our classrooms today, must be equipped with skills that prepare them for College and Career Readiness.

The vision of "Every child will be proficient and prepared for life, work, and citizenship in the 21st Century" must drive every instructional decision we make. As a school district, it is our responsibility to ensure each student is prepared to be a productive citizen. That means they are able to fully function in society as a contributing member who is employable. Students must be able to enter the work force with a specific skill set that enables them to leave high school career ready or prepared for college or technical school. Citizenship in the 21st Century will require students to work collaboratively in a technology-based environment while using resources to problem solve, communicate, formulate new ideas and create new products.

The value words were developed through a collaborative process with all stakeholders in Fall 2015. Parents, community members, students, and staff were all surveyed regarding what they felt signified the values of Newport Independent Schools. The final list of value words was developed through analysis of the surveys.

Newport Independent instituted a College and Career Ready graduation policy. A student must meet CCR guidelines in order to 'walk' at high school graduation ceremonies. This initiative went into effect during the 2014-2015 school year. In addition, a 1:1 iPad initiative was
SY 2016-2017

started at the high school during the 2013-2014 school year. Teachers are building courses, assessing students, and creating projects for students to complete through the use of technology. Students in grades 7 and 8 began their iPad 1:1 implementation in November 2014. Grades PK-2 are implementing iPads usage with five iPads per classroom. In August 2016, we began the next step in our 1:1 initiative that included MacBook Air laptops for all teachers, MacBook Air laptops for students in grades 9-12, 1:1 iPads for all students in grades 3-8, and additional iPads in all classrooms PK-2.

Measures of Academic Progress (MAP) is used three times per year with students in grades K-9. MAP scores are closely monitored at each school to determine proficiency levels of students and predict K-PREP, ACT, etc. Additionally, areas for intervention and/or enrichment may be identified for students based on MAP assessments.

College Equipped Readiness Tool (CERT) is used three times per year with students in grades 10-12. CERT scores are closely monitored to determine proficiency levels of students and predict how many students are prepared to meet ACT benchmarks. Additionally, areas for intervention and/or enrichment may be identified for students based on CERT assessments.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The Newport Independent School District (NISD) and its schools can boast several celebration points in regards to student achievement.

The district has many notable commitments to student success through:

- Adoption of a new CCR graduation requirement at NHS requires students to be College or Career Ready in order to participate in the graduation ceremonies
- Implementation of 1:1 iPad initiative with intensive teacher training in grades 3-12 along with providing a MacBook Air to all teachers and students in grades 9-12
- Focus on professional learning by hiring an instructional coach at each building and incorporating five full PLC days throughout the school year, in addition to the four required PD days
- Expanded focus on building positive relationships and communication throughout the district by implementing district-wide home visits for all students
- Continue to fulfill the facility plan to provide modern, fully functional, safe environments for students
- Realignment of MAP cut scores and data cards to match the NWEA linking reports
- Increased the amount of communication with all stakeholders through an increased use of social media outlets, an improved district website, district mobile app, newsletters, and use of one-call system
- Focus on attendance plans across the district to keep the average rate above 94%
- Applied and received the following grants to help support the educational, social, emotional, physical, and health needs of our students:
 - Innovative Approaches to Literacy Grant
 - KDE Preschool Partnership Grant
 - Project Lead the Way Grant for Newport Primary, Newport Intermediate and Newport High Schools
 - Read to Achieve Grant for Newport Primary and Newport Intermediate Schools
 - 21st Century Community Centers Grant for Grades K-8 Schools (7th and 8th grade)
 - Fresh Fruit and Vegetable Program Grant
 - Title X Part C: Steward B. McKinney-Vento Homeless Education Program Grant
 - Me and My School United Way Grant
 - Proctor & Gamble School Food Pantry Demonstration Grant
 - School Improvement Grant
 - Math Achievement Fund Grant for Newport Primary and Newport Intermediate Schools
 - Three Learning Link Grants for Newport Primary, Newport Intermediate and Newport High Schools
 - WHAS Grant for Special Education
 - Three Dollar General Youth Literacy Grants for Newport Primary, Newport Intermediate and Newport High Schools
 - Born Learning Grant

Highlights of our academic progress are:

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Comprehensive District Improvement Plan

Newport Independent

- NHS Overall Score puts them in the PROFICIENT classification
- NMS, NHS, and the District met their Annual Measureable Objectives (AMOs)
- NHS has been labeled a HIGH PROGRESS SCHOOL
 - o This means that they met all of their goals and were in the top 10% of schools that made improvement
- All Schools:
 - o Met the Participation Rate
 - o Increased the percent of students scoring Proficient/Distinguished in both Reading and Math
 - o Increased their Overall Growth Score
- NHS/District met their Graduation Rate goal with a score of 94.8 for this year
 - o This has steadily increased from 67.2 in 2012 to 94.8 in 2016, which is an increase of 27.6 percent in the five year period
- Program Review scores went up from the previous year at NMS and NHS:
 - o Intermediate: From 100 to 100
 - o Middle: From 89.2 to 94.6
 - o High: From 86.9 to 94.4
 - o Program Reviews count for 23% of total score
- The CCR Score with Bonus was 75.5 this year
- The Overall District Scores have steadily increased from 46.4 in 2013 to 61.3 in 2016, which is a 14.9 increase in the four year period

Areas of Improvement

Although great gains have been made across the district, analysis shows the need for continued improvement. As a district we are currently labeled as Needs Improvement but we are also classified as Progressing. Newport Independent Schools is committed to increasing student achievement by focusing our professional learning and instructional decisions on these areas:

Data Driven Decisions

- Data will be utilized from these areas to make instructional decisions and to monitor progress
 - o Assessment data
 - NWEA MAP, K-PREP, ACT, CERT, Benchmark Assessments, District Learning Checks, etc.
 - Monitoring progress through the use of data tracking sheets, & data meetings with teachers
 - o Graduation and dropout data
 - o Attendance data
 - o College and Career Readiness data

Effective Instructional & Assessment Strategies

- Data analysis informed the need for more training and resources for literacy and mathematics
 - o Although students are moving from scoring novice to scoring apprentice or proficient in these areas, strategies are needed to meet the differentiated needs of the students to further their progress
- Areas of instructional data show a need for further training:
 - o Lesson and unit development
 - o Literacy
 - o Math

- o EL
- o Interventions
- o Assessment

Reading & Writing Instruction

- Data shows a need across the district for improvement in the writing and reading performance of our students
- Following training, an increased implementation and monitoring of effective writing strategies will assist our students with writing skills needed to perform at higher levels
- By providing additional professional learning opportunities for our teachers, they will be able to gain knowledge of literacy strategies that target the needs of their students

Teacher Effectiveness

- A focused effort on implementation of the PGES system will help to provide our teachers with many professional learning opportunities for their growth
- Teacher retention and the large amount of turnovers is an obstacle for our district
- Through teacher induction programs, utilization of mentors, training, and additional instructional coaches at each building, teacher support is increasing
- Walkthrough data will provide analysis and data to monitor progress in this area

Technology

- Although the availability of technology in our district is a strength, the need for continued training on effective ways of implementation is still an area for improvement
- Utilization of technology to formatively assess students and analyze data effectively will be a focused area for improvement

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Newport Independent focuses their work on overcoming the barriers they face in order to meet the needs of their students and increase student achievement. Unique aspects of our district include:

- Newport High School was awarded a three-year Federal School Improvement Grant in Spring 2016. Newport Independent School District was one of only fifteen school districts in Kentucky to receive SIG funding. The purpose of the grant program is to sustain the work and progress made during the priority school process. The total amount awarded to Newport Independent Schools is \$1,459,357. These funds are being utilized to continue expanding the implementation of our 1:1 technology initiative, provide quality professional learning for staff, purchase instructional resources and materials, fund a math interventionist, and fund a Transition and Sustainability Coordinator.

- Newport Independent Schools collaborated with the city of Newport to provide Footsteps 2 Brilliance to the community. This program is a computer-based preschool to third grade literacy program that is available to any resident of the city to utilize on their computer, iPad, or smart phone. Footsteps 2 Brilliance is designed to expose young children to foundational literacy skills through a wide range of engaging texts.

- Newport Independent Schools finalized the implementation of our most recent facility plan that resulted in the reconfiguration of schools in August 2016. The new configuration resulted in the movement of schools while closing Newport Middle School. Newport Intermediate School moved to a new location and now houses grades three through six. Newport High School underwent renovations that included updated classrooms, new practice gym, and new auditorium to enable them to now house grades seven through twelve.

- Newport High School was awarded a two-year Federal School Innovative Approaches to Literacy Grant in Fall 2016. The purpose of the grant program is to develop high-quality programs designed to develop and improve literacy skills for children and students from birth through twelfth grade in high-need local educational agencies and schools. The funding will help to provide a wide variety of literacy resources and supports to our students, including development of MakerSpaces at each school, book distribution, library books, at home internet access for students and many other valuable literacy activities. The total amount awarded to Newport Independent Schools is \$1,938,854.