NEWPORT INDEPENDENT
Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  KCWP 1: Design and Deploy Standards
  KCWP 2: Design and Deliver Instruction
  KCWP 3: Design and Deliver Assessment Literacy
  KCWP 4: Review, Analyze and Apply Data Results
  KCWP 5: Design, Align and Deliver Support
  KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Achievement Gap:

Goal: *By 2029, Newport Independent School District will close the academic achievement gap between groups of students with an intentional focus on African American and Novice students as measured through Kentucky Summative Assessment.*

Objective(s): By May of 2027, Newport Independent Schools will reduce the academic achievement gap so that there is no more than a ten-point difference between African American students and all students, with an intentional focus on reducing novice performance as measured by the Kentucky Summative Assessment and program summative assessments.

Strategy: Design, Align and Deliver Support Processes (KCWP 5) : School/District leaders must establish a framework that <u>organizes systems, data, and practices</u> to promote positive, equitable and inclusive learning experiences <u>for all students</u>. Ongoing continuous improvement and<u> data-based decision making</u> should occur at all levels to <u>match instruction, intervention, and supports to the identified needs of all learners</u>. Resources are aligned to needs in order to make all systems work together for continuous improvement and success.

Overview: Establish a **districtwide framework that organizes systems, data, and practices** to promote positive growth and learning experiences for all students.

Activities
1. Establish and implement unified systematic communication from individual student level to systemwide reporting to ensure parents, guardians, and stakeholders receive clear, consistent, and timely information related to student placement, progress, intervention, and achievement outcomes in intervention systems in addition to Tier I instruction ensuring that assessment data, instructional planning, and family communication are used to drive achievement outcomes, particularly for students performing below proficiency and achievement gap groups.   2. Develop and maintain a districtwide "Watch (Cusp) List process" to identify and monitor students performing below proficiency, chronically absent, special populations, performing below behavioral expectations, or showing regression in an achievement area. This system will be paired with structured data review meetings at both the school and district level to ensure timely, data-driven decision-making for interventions and supports.   3. Collaborate with the city of Newport and educational partners such as Educate NKY to increase the percentage of students Kindergarten Ready and the percentage of students on grade level in literacy through the Read Ready Newport initiative.
Description: The district will establish consistent communication and monitoring systems to ensure that families and educators remain aware of student progress in intervention support. Schools will leverage formative, interim, summative, and universal screener data to assign tiered supports, track progress, and determine movement in and out of intervention. Staff will be trained to integrate instructional best practices with individualized student needs, emphasizing learner ownership, communication, and appropriate grouping. A district‑level "Watch List" will be created to identify and closely monitor students who are at risk or performing below proficiency. Progress will be shared with families and stakeholders on a predictable schedule to foster engagement, build confidence in learning environments, and increase student outcomes over time.   The district will collaborate with community partners, early childhood providers, and families to increase the percentage of students meeting Kindergarten Readiness standards and meeting grade level school readiness benchmarks by promoting literacy development from birth through graduation by expanding access to literacy, coordination of family engagement, and community engagement in literacy and the importance of literacy.

Progress Monitoring: - Communication of Implementation data - two way - Parent School Compacts - Evidence of school implementation of MTSS Framework (teams and follow the district protocol) through improved student outcomes in targeted areas (achievement, attendance, behavior) as Title I School Wide Programs	Funding: General Fund Title I, Title II, Title III, Title IV Grant Initiatives: Read Ready Newport, Educate NKY through FRYSC

Strategy: Design and Deliver Instruction (KCWP 2): All schools are to ensure their <u>instructional program</u> is <u>intentional</u> and <u>aligned</u> to <u>Kentucky Academic Standards</u> and current research. <u>Tier I instruction</u> should be <u>universal</u>, <u>high-quality</u>, <u>equitable</u>, <u>responsive</u>, and <u>provided to all students</u>. <u>Consistent implementation</u> of <u>evidence-based instructional practices is essential</u> for academic, behavioral, and social emotional competencies.

Overview: Utilize novice reduction strategies to close the achievement gap

Activity	Strategy Alignment
4. Reduce the gap between all students and African American students performing at the Novice performance level in reading and mathematics by intentional implementation of novice reduction strategies.	Coaching Cycles Professional Learning Communities
Description: Teachers in identified schools and content areas will participate in instructional coaching cycles that focus on the incorporation of novice reduction strategies that reduce the number of students scoring at the Novice level. Coaches will support teachers in planning, modeling, co-teaching, and reviewing student evidence to ensure tasks, instruction, and feedback are aligned to proficiency expectations. Instructional plans will embed novice reduction strategies including scaffolding, culturally responsive practices, access to grade-level work, and data-driven responsive interventions. This activity includes monthly PLC cycles, district-led learning sessions, school-based coaching, and ongoing review of instructional artifacts to ensure alignment between intended curriculum, enacted instruction, and student learning outcomes.	
Progress Monitoring: - Core program unit assessment in reading and math each quarter through performance calculator. - Growth monitoring	Funding: General Fund Title I Title II

Proficiency of State Assessment- Results in Reading and Mathematics

Goal: *By 2029, Newport Independent School District will increase reading and mathematics KSA Proficient & Distinguished scores to 50% for all students in elementary, middle, and high school.*

Objective(s): By May 2027, Newport Independent Schools will increase **reading** proficiency to:

Level	May 2025 (24/25)	May 2026 (25/26)	May 2027 (26/27)	May 2028 (27/28)	May 2029 (28/29)
Elementary	25%	31%	38%	44%	50%
Middle	33%	37%	42%	46%	50%
High	25%	31%	38%	44%	50%

Objective(s): By May 2027, Newport Independent Schools will increase **mathematics** proficiency to :

Level	May 2025 (24/25)	May 2026 (25/26)	May 2027 (26/27)	May 2028 (27/28)	May 2029 (28/29)
Elementary	20%	28%	35%	43%	50%
Middle	32%	37%	41%	46%	50%
High	14%	23%	32%	41%	50%

Strategy: Design and Deliver Instruction (KCWP 2): All schools are to ensure their <u>instructional program</u> is <u>intentional</u> and <u>aligned</u> to <u>Kentucky Academic Standards</u> and current research. <u>Tier I instruction</u> should be <u>universal, high-quality,</u> <u>equitable</u>, <u>responsive</u>, and <u>provided to all students</u>. <u>Consistent implementation</u> of <u>evidence-based instructional practices is</u> <u>essential</u> for academic, behavioral, and social emotional competencies.

Overview: Strengthen **Teacher** and **Leader Capacity** in **High Quality Curriculum Implementation**
    Develop, Implement, and Refine a Collaborative Learning Protocol used with **Professional Learning Communities** and Cohorts to Strengthen Teacher Practice and Improve Student Outcomes

Activities
1. Improve student academic outcomes by increasing educator capacity in the design, internalization, and implementation of high-quality instructional materials, lessons, and units.   2. Improve student growth and performance on Kentucky Academic Standards (including CTE) by strengthening teacher collaboration, instructional strategy-sharing, and data-informed decision-making in a revised Professional Learning Community process.
Description: The district will implement a structured professional learning and collaborative planning process grounded in the Curriculum Implementation Framework to build teacher and leader expertise in high-quality instruction. The process will support educators in deeply internalizing instructional units and lessons and applying effective teaching practices consistently across classrooms. This activity includes PLC cycles, district-led learning sessions, school-based coaching, and ongoing review of instructional artifacts to ensure alignment between intended curriculum, enacted instruction, and student learning outcomes. The district will refine a protocol that empowers

teachers to learn from one another through structured collaboration. The protocol will guide co-planning, instructional strategy sharing, analysis of student data, and determination of next instructional steps to meet student needs. This work will take place through professional learning cohorts, PLCs, and ongoing professional learning sessions. The goal is to shift teacher mindset toward shared responsibility for student success and to support consistent, high-quality instruction across schools and grade levels.

Progress Monitoring:	Funding:
- Increased alignment between curriculum, instruction, and assessment as measured through curriculum embedded assessments with student progress data. - Improved teacher lesson design and delivery as measured through observation. - Demonstration of consistent use of Professional Learning Community internalization protocols.	General Fund Title I, Title II KY Literacy Grant

Strategy: Design, Align and Deliver Support Processes (KCWP 5) : School/District leaders must establish a framework that <u>organizes systems, data, and practices</u> to promote positive, equitable and inclusive learning experiences <u>for all students</u>. Ongoing continuous improvement and <u>data-based decision making</u> should occur at all levels to <u>match instruction, intervention, and supports to the identified needs of all learners</u>. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. *Coherence: Effective MTSS System.*

Overview: Revise, Implement, and Monitor a Districtwide **MTSS Framewor**k to Support Student Success
          Student Goal Setting and Progress Monitoring System

Activities
3. Establish a coherent and aligned MTSS model across the district to ensure consistent, data-driven supports that advance student achievement, attendance, and behavior outcomes. 4. Implement a structured student goal-setting and self-monitoring process to strengthen ownership of learning, improve performance in academics, attendance, behavior, and progress toward graduation requirements

Description: The district will design and implement a unified MTSS framework that ensures consistent academic, behavior, and social-emotional supports across all schools. The work will continue with the formation of a district MTSS team responsible for analyzing district-level data and guiding implementation. Schools will create site-based MTSS teams to review student data and implement intervention plans. A clear, easy-to-read district MTSS handbook will be developed to provide guidance, outline expectations, and support each school's efforts while allowing flexibility to meet individual student and school needs.	

Progress Monitoring:	Funding:
- District/School MTSS team roster, agendas, and minutes and intervention documentation from district protocol - Improved student outcomes in targeted areas (achievement, attendance, behavior) as Title I School Wide Programs with clear evidence of intervention effectiveness through progress monitoring data	General Fund Title I, II, III, and IV KY Literacy Grant

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes", districts must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Proficiency of State Assessment -
Results in Science, Social Studies, and Combined Writing:

Goal: *By 2029, Newport Independent Schools will increase science, social studies, and combined writing KSA Proficient and Distinguished scores to 50% for all students in elementary, middle, and high school.*

Objective(s): By May 2027, Newport Independent Schools will increase **science** proficiency to:

Level	May 2025 (24/25)	May 2026 (25/26)	May 2027 (26/27)	May 2028 (27/28)	May 2029 (28/29)
Elementary	15%	24%	33%	41%	50%
Middle	16%	25%	33%	42%	50%
High	13%	22%	32%	41%	50%

Objective(s): By May 2027, Newport Independent Schools will increase **social studies** proficiency to:

Level	May 2025 (24/25)	May 2026 (25/26)	May 2027 (26/27)	May 2028 (27/28)	May 2029 (28/29)
Elementary	12%	22%	31%	41%	50%
Middle	16%	25%	33%	42%	50%
High	21%	28%	36%	43%	50%

Objective(s): By May 2027, Newport Independent Schools will increase **combined writing** proficiency:

Level	May 2025 (24/25)	May 2026 (25/26)	May 2027 (26/27)	May 2028 (27/28)	May 2029 (28/29)
Elementary	17%	25%	34%	42%	50%
Middle	13%	22%	32%	41%	50%
High	30%	35%	40%	45%	50%

Strategy: Design and Deliver Instruction (KCWP 2): All schools are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research Tier 1 instruction should be universal, high-quality, equitable, responsive and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social emotional competencies.

Overview: Strengthen **Teacher** and **Leader Capacity** in **High Quality Curriculum Implementation** Develop, Implement, and Refine a Collaborative Learning Protocol used with **Professional Learning Communities** and Cohorts to Strengthen Teacher Practices and Improve Student Outcomes

Activities
1.   Improve student academic outcomes by increasing educator capacity in the design, internalization, and implementation of high-quality instructional materials, lessons, and units.
2.   Improve student growth and performance on Kentucky Academic Standards (including CTE) by strengthening teacher collaboration, instructional strategy-sharing,and data-informed decision-making in a revised Professional Learning Community process.

Description: The district will implement a structured professional learning and collaborative planning process grounded in the Curriculum Implementation Framework to build teacher and leader expertise in high-quality instruction. The process will support educators in deeply internalizing instructional units and lessons and applying effective teaching practices consistently across classroom. This activity includes PLC cycles, district-led learning sessions, school-based coaching, and ongoing review of instructional artifacts to ensure alignment between intended curriculum enacted instruction, and student learning outcomes. The district will refine a protocol that empowers teachers to learn form one another through structured collaboration. The protocol will guide co-planning, instructional strategy sharing, analysis of student data, and determination of next instructional steps to meet student needs. This work will take place through professional learning cohorts, PLC's, and ongoing professional learning sessions. The goal is to shift teacher mindset toward shared responsibility for student success and to support consistent, high-quality instruction across schools and grade levels.

Progress Monitoring:	**Funding**:
- Increased alignment between curriculum, instruction, and assessment as measured through curriculum embedded assessments with student progress data. - Improved teacher lesson design and delivery as measured through observation. - Demonstration of consistent use of Professional Learning Community internalization protocols.	General Fund Title I, Title II

Quality of School Climate and Safety:

Goal: By 2029, Newport Independent School District will increase the quality of school climate and safety to a blue rating as measured through Kentucky Summative Assessment.

Objective(s):By May of 2027, Newport Independent Schools will increase the quality of school climate and safety to a continued green rating as measured through Kentucky Summative Assessment.

Strategy: Establish Learning Environment and Culture (KCWP 6): Intentionally design <u>inclusive</u> and <u>accessible</u> <u>learning environments</u> for all students. That includes <u>highly qualified teachers</u> and the <u>necessary materials and resources</u> to ensure a <u>safe space</u> that is <u>conducive to learning</u>. Collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions with vision, mission, core values, shared goals and shared objectives remain the driving force.

Overview: Improve and sustain a safe, positive, inclusive environment that supports student well being and engagement while reducing behaviors that disrupt the learning environment through **dissemination of systems, communication, and ownership of learning.**

Activities
1. Sustain Clear Safety and Climate Expectations by revision of and dissemination of systems: provide professional learning and well rounded learning experiences to staff, students, and parents on safety protocols, emergency procedures, trauma informed care, and alternatives to punitive discipline. 2. Continue to increase two way communication with students, parents, families, and community regarding attendance and student success to include chronic absenteeism. 3. Increase student ownership for attendance, behavior, and engagement success through learning activities focused on attendance and wellness (including social emotional learning) as a soft employability and life skill as evidenced by student goal setting, and before/after school supports.
Description: The district will continue implementation of systems to monitor and enhance school safety, culture, behavior, attendance, and climate. This includes developing proactive strategies to identify students at risk, supporting their engagement, and ensuring consistent communication with families. Safety procedures, climate improvement initiatives, and culture-building practices will be embedded in school operations and monitored regularly to ensure effectiveness. Leadership teams, MTSS teams, transition teams, and counselors will collaborate with staff, students, and families to ensure a unified approach.

Progress Monitoring:	Funding:
Student and staff perception data (KSA survey/Impact survey) Local Accountability Measures: Attendance Month data, Behavior MTSS, Student growth through goal monitoring)	Title I, Title IV, General Fund

Post Secondary Ready:

Goal: By 2029, Newport Independent School District will increase the percentage of students who are Postsecondary Ready to 90% as measured through state assessment.

Objective(s): *By May of 2027, Newport Independent Schools will increase the percentage of students who are postsecondary ready to 90% as measured by state assessment.*

Strategy: Design, Align and Deliver Support Processes (KCWP 5) : School/District leaders must establish a framework that <u>organizes systems, data, and practices</u> to promote positive, equitable and inclusive learning experiences <u>for all students</u>. Ongoing continuous improvement and <u>data-based decision making</u> should occur at all levels to <u>match instruction, intervention, and supports to the identified needs of all learners</u>. <u>Resources are aligned</u> to needs in order to make <u>all systems work together</u> for continuous improvement and success.

Overview: Refine an **organized, trackable system** that supports **long-term pathways development, clearly defined career and college readiness processes, and measurable SAT/college-readiness outcomes.**

Activities
1. Refine and implement a Post-Secondary Pathway Framework that clearly outlines viable routes to college, technical education, military enlistment, apprenticeships, and workforce placement. This framework will align required coursework sequences, recommended certifications, aligned dual credit or early college courses, and workplace-based learning opportunities to include alternative programs. 2. Develop and maintain a districtwide "Watch (Cusp) List process" to identify and monitor students in each pathway and identify and monitor students performing below post secondary readiness benchmarks. This system will be paired with structured data review meetings at both the school and district level to ensure timely, data-driven decision-making for interventions and supports.

Description: The district will refine ways and means to post secondary readiness through a Pathways Framework to clearly outline routes to post secondary readiness, increase learning experiences leading to a well rounded education, and monitor students pathways to identify patterns and needs for adjustments. The district will track student enrollment and success in dual credit, early college academies, and technical programs. The district will also monitor benchmark readiness using newly approved SAT for data informed decision making.

Progress Monitoring: Aligned Post Secondary Pathway Framework with individual student pathway, progress monitoring, and Student Pathway Profiles for each student beginning in 6th grade Evidence of tracked changes in student pathway selections to identify patterns and needs for adjustments to include program pathway success, and program pathway course success to include alternative programs.	Funding: General Fund Title I, II, III, and IV

Graduation Rate:

Goal: Newport Independent Schools will increase the percentage of students graduating to 98% by 2029.

Objective: Newport Independent Schools will increase the percentage of students graduating to 95% by 2027.

Strategy: Design, Align and Deliver Support Processes (KCWP 5) : School/District leaders must establish a framework that <u>organizes systems, data, and practices</u> to promote positive, equitable and inclusive learning experiences <u>for all students</u>. Ongoing continuous improvement and <u>data-based decision making</u> should occur at all levels to <u>match instruction, intervention, and supports to the identified needs of all learners.</u> <u>Resources are aligned</u> to needs in order to make <u>all systems work together</u> for continuous improvement and success.

Overview: Establish a **districtwide framework** that **organizes systems, data, and practices** to promote positive growth and learning experiences for all students toward student transition goals.

Activity
1. Develop and maintain a districtwide "Watch (Cusp) List" to identify and monitor students performing below grade level cohort, special populations, performing below behavioral expectations, or showing regression in an achievement area. This system will be paired with structured data review meetings at both the school and district level to ensure timely, data-driven decision-making for interventions and supports.
2. Collaborate with district and school leadership including school counselors, student services, transition educators, and coaches at the district level quarterly (school monthly) to review student movement in grades PK/3, 3/ 6, 6/7, 8/9 9/12, and to graduation. Grades, Attendance, transcripts, cohort, behavior, pathway, retention/promotion, and Graduate Portrait competencies including workplace ethics will be acted upon using a quality tool.
3. Increase the implementation and effectiveness of alternative routes to learning and alternative settings for promotion to include a reduction in retention, increase in 4 year graduation rate, and effective use of ILPA in alternative settings for student growth and engagement.

Description: The district will establish consistent communication and monitoring systems to ensure that families and educators remain aware of student progress in intervention support. Schools will leverage formative, interim, summative, and universal screener data to assign tiered supports, track progress, and determine movement in and out of intervention. Staff will be trained to integrate instructional best practices with individualized student needs, emphasizing learner ownership, communication, and appropriate grouping. A district‑level "Watch List" will be created to identify and closely monitor students who are at risk or performing below proficiency. Progress will be shared with families and stakeholders on a predictable schedule to foster engagement, build confidence in learning environments, and increase student outcomes over time.

Progress Monitoring:	Funding:
- Communication of Implementation data - two way - Parent School Compacts - District/School MTSS team roster, agendas, and minutes and intervention documentation - Evidence of school implementation of MTSS Framework (teams and follow the district protocol) - Improved student outcomes in targeted areas (achievement, attendance, behavior) as Title I School Wide Programs	General Fund, Title I, Title II, Title IV Grant Initiatives: Read Ready Newport, Educate NKY through FRYSC