

NEWPORT INDEPENDENT SCHOOLS

2018 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)

1: Proficiency Goal

Goal 1: Newport Independent School District will increase their combined reading and 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.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 By May 2018, the combined reading and mathematics KPREP scores for all students will be 51.8 for elementary school, 56.1 for middle school, and 56.9 for high school.	Design & Deploy Standards	<u>Essential Standards</u> <ul style="list-style-type: none"> District leadership will support schools with the identification, vertical alignment, implementation, & monitoring of essential standards to ensure mastery for all students 	<ul style="list-style-type: none"> Data tracking sheets Data meetings PLC meeting agendas & minutes 		Title I
		<u>High Yield Instructional Strategies</u> <ul style="list-style-type: none"> District leadership will ensure teachers participate & implement ongoing professional learning in the areas of best practices & high yield instructional strategies to help student reach mastery & increase student engagement 	<ul style="list-style-type: none"> Walkthrough data PL agendas & sign-in sheets Data tracking sheets 		Title I Title II Grant funds
	Design & Deliver Instruction	<u>21st Century Skills</u> <ul style="list-style-type: none"> District leadership will ensure teachers participate & implement ongoing professional learning to provide teachers with knowledge needs to plan effective learning opportunities for students to develop 21st Century skills 	<ul style="list-style-type: none"> Walkthrough Data PL agendas & sign-in sheets Student projects/products 		Title I Title II Grant funds
	Design, Align, Deliver Support Processes	<u>30-60-90 Day Plans</u> <ul style="list-style-type: none"> District leadership will ensure that schools develop, implement, & monitor their 30-60-90 day plans to guide their continuous school improvement work 	<ul style="list-style-type: none"> School 30-60-90 day plans School admin meeting agendas 		

Goal 1: Newport Independent School District will increase their combined reading and 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.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 (continued) By May 2018, the combined reading and mathematics KPREP scores for all students will be 51.8 for elementary school, 56.1 for middle school, and 56.9 for high school	Design, Align, Deliver Support Processes	<u>Teacher Induction Program Refinement</u> <ul style="list-style-type: none"> District leadership will evaluate, revise, plan, & implement additional teacher induction activities for both 1st year and 2nd year teachers to provide them with ongoing support 	<ul style="list-style-type: none"> Teacher induction agendas & sign-in sheets Walkthrough data PGPs 		Title I Title II Grant funds
		<u>Teacher Leadership</u> <ul style="list-style-type: none"> District leadership will plan & implement teacher leadership opportunities to develop their skills & increase their effectiveness as leaders 	<ul style="list-style-type: none"> Leadership meeting agendas & sign-in sheets PGPs 		Title I Title II Grant funds District funds
	Review, Analyze, & Apply Data	<u>PLC Refinement</u> <ul style="list-style-type: none"> District leadership will ensure schools refine their PLC Protocol, provide ongoing needed trainings, & monitor the implementation of the cyclic PDSA process that includes standard deconstruction, designing/analyzing assessments, resource sharing, & collaborative planning to meet the needs of students 	<ul style="list-style-type: none"> PLC protocols PLC agendas & minutes PL agendas & sign-in sheets 		Title I Title II Grant funds District funds
		<u>Walkthroughs</u> <ul style="list-style-type: none"> District leadership will ensure that school/district walkthroughs are conducted & analyzed to determine trends, growth, & professional learning needs 	<ul style="list-style-type: none"> Walkthrough data PL plans 		Title I Title II Grant funds

2: Gap Goal

Goal 2: Newport Independent School District will increase the average combined reading and math proficiency score for all students in the non-duplicated gap group to 59 in elementary school, 62.4 in middle school, and 63.2 in high school by 2019.						
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY		MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 By May 2018, the percentage of students scoring proficient in the non-duplicated gap group will be 50.8 in elementary school, 54.9 in middle school, and 55.8 in high school.	Design, Align, Deliver Support Services	Refinement of RtI Processes <ul style="list-style-type: none">District leadership will provide support & professional learning needed to guide refinement, implementation, & monitoring of the RtI processes at each school		<ul style="list-style-type: none">Decrease in the number of students scoring NoviceWalkthrough dataProgress monitoring dataTeacher/admin data meetings		Title I Title II Grant funds
		Focus Students <ul style="list-style-type: none">District leadership will ensure that schools create & monitor their Focus Students performing below proficiency		<ul style="list-style-type: none">Focus student listsData tracking sheetsTeacher/admin data meetings		

3: Graduation Rate Goal

Goal 1: Newport Independent School District will increase the cohort graduation rate to 96% by 2020.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)		Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY		MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES
Objective 1 By May 2018, the cohort graduation rate will be 93%.	Design, Align, Deliver Support Processes	<u>Persistence to Graduation Tool</u> <ul style="list-style-type: none"> District leadership will ensure schools utilize the Persistence to Graduation Tool to assist in identifying & providing services for students at risk for remediation, failure, and graduation 		<ul style="list-style-type: none"> School schedules Documentation from student meetings with Counselors/CCR Coach 	
	Establishing Learning Culture & Environment	<u>Attendance Plans</u> <ul style="list-style-type: none"> District leadership will ensure schools develop, implement, & monitor their attendance plans 		<ul style="list-style-type: none"> Site visits Attendance data 	
		<u>Alignment of Student Services</u> <ul style="list-style-type: none"> District leadership will ensure that all available resources are deployed to assist students in need (FRYSC, DPP, 21st Century, McKinney-Vento, community services, etc.) 		<ul style="list-style-type: none"> DPP meeting agendas & sign-in sheets School SIT team meetings 	Title I McKinney-Vento 21 st Century Flexible Focus

4: Growth Goal

4: Growth Goal

Goal 1: Newport Independent School District will increase the average combined reading and math growth percentile in grades 3-8 to 61% by 2019.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 By May 2018, the average combined reading and math growth percentile will be 56%.	Design & Deliver Assessment Literacy	<u>Quality Assessments</u> <ul style="list-style-type: none">District leadership will ensure schools receive professional learning, resources, and support to develop, evaluate, & monitor the validity of assessments	<ul style="list-style-type: none">PL agendas & sign-in sheetsPLC agendas & minutesAssessment samples		Title I Title II Grant funds
	Review, Analyze, & Apply Data	<u>Student Data Tracking & Goal Setting</u> <ul style="list-style-type: none">District leadership will ensure schools develop & implement processes that allow students to understand where they are going, where they currently are, and how they can close the gap	<ul style="list-style-type: none">Student data tracking sheetsStudent data tracking expectationsData meetingsStudent conferencing forms		Title I Title II Grant funds
		<u>Assessment Practices</u> <ul style="list-style-type: none">District leadership will ensure schools develop & implement teacher assessment processes that teachers utilize to gather evidence for making instructional decisions that directly improve the student learning & inform teacher effectiveness	<ul style="list-style-type: none">Teacher data tracking sheetsPLC agendas & minutesAssessment expectationsData meetings		Title I Title II Grant funds

5: Transition Readiness Goal

Goal 1: Newport Independent School District will increase the percentage of students who are transition ready, college and career ready, to 80% by 2019.

Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification for why the strategy was chosen.)		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	Identify the Timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
Objective 1 By May 2018, the percentage of students who are, college and career ready, will be 75%.	Establishing Learning Culture & Environment	<u>Development of Student Leaders</u> <ul style="list-style-type: none"> District leadership will ensure schools have training & support to develop student leadership roles & opportunities within each school 	<ul style="list-style-type: none"> Leader in Me initiatives Ron Clark Initiatives Student group meeting agendas & sign-in sheets 		Title I Title II Grant funds District funds
		<u>Positive School Culture</u> <ul style="list-style-type: none"> District leadership will ensure that schools operate within the district expectations of cultural responsiveness & hold students to high expectations for appreciating and accepting diversity 	<ul style="list-style-type: none"> Ron Clark Initiatives Leader in Me initiatives Assembly agendas School culture committee agendas & sign-in sheets 		Title II Grant funds District funds
		<u>Career Awareness</u> <ul style="list-style-type: none"> District leadership will provide resources to ensure students are provided with opportunities to experience career presentations, a variety of CTE pathways, & targeted conferencing for ILP Planning 	<ul style="list-style-type: none"> School schedules Documentation from student meetings with Counselors/CCR Coach Teacher goal setting & conferencing expectations 		District funds Grant funds
	Design, Align, Deliver Support Processes	<u>ACT & CCR Interventions</u> <ul style="list-style-type: none"> District leadership will ensure Newport High School develops, implements, & monitors interventions for both ACT & CCR to increase student achievement & meet each student's needs 	<ul style="list-style-type: none"> School schedules Documentation from student meetings with Counselors/CCR Coach 		Grant funds Flexible focus District funds
		<u>District Transition Activities</u> <ul style="list-style-type: none"> District leadership will ensure that schools plan, implement, & evaluate transitional activities for all students, including Move-Up Day, Home Visit Day, Back to School Bash, Open Houses, & other events to remove barriers for both students & staff 	<ul style="list-style-type: none"> Event agendas & sign-in sheets Event reflections from staff 		District funds Flexible focus

Phase III: Goal Builder for Districts_11012017_16:48

Phase III: Goal Builder for Districts

Newport Independent
Kelly Middleton
30 W 8th St
Newport, Kentucky, 41071-1362
United States of America

Last Modified: 12/28/2017
Status: Locked

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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes 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.

Upload your completed Goal Builder in the attachment area below:


You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

See the attached Goal Builder document

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Newport Independent CDIP Goals	The document contains the Goals, Strategies, & Activities for the Newport Independent 2018 CDIP.	

Phase II: The Needs Assessment District Diagnostic

Phase II: The Needs Assessment District Diagnostic

Newport Independent
Kelly Middleton
30 W 8th St
Newport, Kentucky, 41071-1362
United States of America

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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Through collaborative efforts, all school and district leadership develop and implement processes for continuous improvement within the Newport Independent School District. All schools utilize quarterly data 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. Data teams are organized at all levels within in district. These teams meet regularly to assess data and determine next steps: • District Instructional Meetings with Principals are held on a weekly basis and documented through agendas. • School Admin Meetings are held on a weekly basis and documented through agendas. • District Cabinet Meetings are held on a weekly basis and documented through agendas. • School Board Meetings & Work Session are held twice a month and documented through agendas and minutes. • Instructional Coach Meetings are held on a monthly basis and documented through agendas. The following processes and interventions are utilized to assist in the monitoring of data and 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 meeting with Principals on a weekly basis to monitor walkthrough data, analyze common assessment data, and monitor diagnostic and benchmark data • Continue data meetings are held with each school on a quarterly basis to discuss next steps for their improvement • Continue to hold School Leaders accountable for reporting data and progress to all District Leaders, School Board Members, & stakeholders on a quarterly basis • 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 their classroom and grade level data • 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, monitor mastery of our identified essential standards, and ensure that our Core Programs 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."

ATTACHMENTS

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Newport Independent's Current State: • Achievement in the District increased slightly from 47.6 to 47.8 • The district Gap score decreased from 39.9 to 32.9 • The district Growth score decreased from 51.8 to 46.1 • NHS/District met their Graduation Rate goal with a score of 93.2 but is was a decrease from 94.8 • The CCR Score decreased from 75.5 to 67.5 • District Achievement scores are below the state in all content areas • The District met 37.7% of the Novice Reduction Targets • The percent of students meeting ACT Benchmarks is well below the state average with 29.7% in English, 26.4% in Math, and 27.5% in Reading • Staff attendance increased from 95.8% in 2015-2016 to 96.4% in 2016-2017 • Student attendance slightly decreased from 94.3% in 2015-2016 to 94.2% in 2016-2017 • The 2017 TELL Survey data indicates: • 32% of teachers feel like parents are influential decision makers in our schools • 61% of teachers feel like the community is supportive of our schools • 34% of teachers feel like the students follow rules at school • 65% of teachers feel like the faculty & leadership have a shared vision in the schools • 94% of teachers feel like school leadership facilitates data to improve student learning • 93% of teachers feel like professional learning is aligned to the school's improvement plan • 89% of teachers feel like professional learning enhances teacher's abilities to improve student learning • 91% of teachers feel like their PLCs work to develop and align instructional practices • 86% of teachers feel like the provided supports improve instructional practices by teachers Additional analysis and graphs showing our current state are attached.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Achievement areas for improvement are: Reading • The number of students scoring at the Novice Level increased at the high school from 48.4% to 56.2% Math • The number of students scoring at the Novice Level increased at the elementary & high schools • Elementary: From 32.3% to 32.8% • High: From 16.7% to 22.7% Social Studies • The number of students scoring at the Novice Level increased at the high school from 33.3% to 40.4% Writing • The number of students scoring at the Novice Level increased at all schools • Elementary: From 31.4% to 39.8% • Middle: From 25.3% to 36.3% • High: From 20.2% to 30.2% Language Mechanics • The percentage of students scoring at the Novice Level increased at the elementary & middle schools • Elementary: From 34.7% to 50% • Middle: From 46.4% to 53.7% 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 • Focusing on the mastery of all identified Essential Standards Additional analysis and graphs showing our priority areas are attached.

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Newport Independent's Trend data: • Achievement in the District has increased in the past three years from 45.8 to 47.8 • The district Gap score has increased in the past three years from 23.4 to 32.9 • The district Growth has decreased in the past three years from 49.3 to 46.1 • NHS/District Graduation Rate has increased from 67.2 in 2012 to 93.2 in 2017, which is an increase of 26 in the five year period • The CCR Score has increased over the past three years from 54.6 to 67.5 • The ACT Composite Score has increased slightly over the past four years from 17.2 in 2014 to 17.3 in 2017 Additional analysis and graphs showing our trends are attached.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy
- 4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

Within our district, we have many current initiatives that align with Deployment of Standards, Delivery of Instruction, Assessment Literacy, Using Data Results, and Establishing a Learning Culture. Our current initiatives and next steps are included in the Strategic Alignment attachment. These initiatives are helping us make improvements toward our desired state while assisting in closing our achievement gaps.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.










Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Achievement areas of strength and points to celebrate are: Reading • The percent of students scoring Novice decreased at the middle and high schools • Elementary: From 41.5% to 39.9% • Middle: From 41.8% to 35% • The percent of students scoring Proficient/Distinguished increased at the middle school • Middle: From 28.3% to 35.7% Math • The percent of students scoring Novice decreased at the middle school • Middle: From 26.1% to 23.9% • The percent of students scoring Proficient/Distinguished increased at the middle and high schools • Middle: From 29.7% to 36% • High: From 27.4% to 37.9% Science • The high school increased the percent of students scoring Proficient/Distinguished from 17.4% to 24% Social Studies • The percent of students scoring Novice decreased at the elementary & high schools • Elementary: From 34.7% to 32.2% • Middle: From 26.4% to 23.5% • The percent of students scoring Proficient/Distinguished increased at all schools • Elementary: From 18.6% to 20.3% • Middle: From 21.5% to 31.4% • High: From 40.7% to 48.3% Writing • The percent of students scoring Proficient/Distinguished increased at the high school from 28.9% to 43% Language Mechanics • The percent of students scoring Proficient/Distinguished increased at the middle school from 19.6% to 25% To maintain our areas of strength, we will continue the following efforts: • Providing each school with an instructional coach to assist with professional learning along with a sustainability coach at the high school • 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 • Providing PLC Teacher Leaders to guide all of the PLC work within their content areas • 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 • Continued work with the District RtI Team to refine our current processes and procedures related to interventions at all schools • Continue providing both ELA, Math, & Behavior Interventionists at each school • Focusing all of the district and school's work on continuous improvement • Implementing & monitoring of effective 30-60-90 day plans at all schools • Monitoring school performance through quarterly data reports, district learning checks, site visits, and walkthroughs • Clearly defining expectations for all staff • Clearly communicating the district's mission, vision, values; and slogan to all stakeholders Additional analysis and graphs showing our strengths and leverages are attached.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District TELL Survey Comparisons	This report shows District TELL Data from multiple years.	
 Newport Achievement Data Analysis	This report includes the data analysis of the Fall 2017 Achievement Data from KPREP.	
 Newport District Data	Fall 2017 Data for Newport Independent	
 Newport District Strategic Plan	The Strategic Plan was developed to assist in Continuous Improvement within the District.	
 Newport High School Data for Grades 7-8	Fall 2017 data for Grades 7-8	
 Newport High School Data for Grades 9-12	Fall 2017 Data for Grades 9-12	
 Newport Intermediate Data	Fall 2017 Data for Grades 3-6	
 Newport Overall District Scores	District Overall Score Analysis of Fall 2017 Data	
 Strategic Alignment to the Key Core Work Processes	This document aligns the Key Core Work Processes to our current initiatives and the next steps planned for continuous improvement.	

**CDIP Phase II: Equitable Access to Effective Educators District
Diagnostic_11012017_16:47**

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Newport Independent
Kelly Middleton
30 W 8th St
Newport, Kentucky, 41071-1362
United States of America

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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE: Attachments Required**

Equitable Access Data Analysis: - Newport Regional School is an A-6 school in which all students at this school are courted ordered to attend o The enrollment in this school varies greatly and therefore, the data on the report may change greatly from day to day - The data shows that we only have one minority teacher in our district, therefore, due to the amount of diverse students we have, we have a true need to recruit more minority teachers - The majority of EL students in our district are enrolled at Newport Primary School & Newport Intermediate School - A large percentage of students with disabilities are enrolled at Newport Primary School but this may be due to the large number of students that receive speech services in grades K-2 - This year, there are 13, or 7%, KTIP teachers in the district but this is a decrease from 23% in 2016-2017 - The majority of our non-tenured teachers work at Newport Primary School & Newport Intermediate School, with the majority of our tenured teachers work at Newport High School - Teacher turnover is at 26% this year which is a decrease 33% in 2016-2017 - The other factor included in our report is the percent of homelessness at each of our schools o A total of 187 students, or 11%, are currently experiencing homelessness District Equity Reflections - At this time, there is not a district policy or specific district procedures to address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers - Each school has their own procedures for using multiple sources of data to assign students to classes - District and school leaders use school and district data to determine the needs of schools and try to match the qualifications of applicants to the current needs -In order to recruit teachers, the district: o Begins posting positions at the earliest possible time in order to find the most qualified candidates o Representatives attend local university and college job fairs o Makes personal phone calls to contacts at specific universities and colleges to fulfill specific needs o Utilizes community and organizational partnerships, such as Teach for America, to find quality candidates - To recruit & retain teachers, the district: o Provides a first year and second year teacher induction program for all teachers who are new to Newport Independent Schools o Provides Professional Learning Opportunities that are unique and personally tailored to the needs of the first year teacher (book studies, PLC, content specific cadres). - Principals provide additional professional learning, modeling, coaching, and support for teachers that are scoring below accomplished on our current evaluation plan -District and school leaders analyze the current TELL Survey results to develop action plans for their schools to improve the culture and working conditions -Current TELL results show a dramatic increase in most areas from the last implementation

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE: Attachments Optional**

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 -During the

2016-2017 school year, Newport Independent School District had 23.7% of its teachers in the KTIP Program compared to the state average of 12.6% -During the 2016-2017 school year, Newport Independent School District had a teacher turnover rate of 33.1% compared to the state average of 17.1% -Newport's urban setting is often a difficult environment for teachers as Newport's poverty rate, 91% of our students are on free/reduced lunch, is higher than the state average -Newport's homeless rate is at 11% Root causes of the barriers are: -Teachers not equipped to deal with issues of poverty and how to engage students from poverty -Pay scale not as competitive with area schools at the front end and middle years of experience -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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

After reviewing all of the District Equity Data & setting Equity Goals, the district developed activities to help address the areas of concern. Within the 2018 CDIP, strategies & activities were developed to assist with retaining teachers and increasing teacher effectiveness. The following goals include these activities: Proficiency Goal: Newport Independent School District will increase their combined reading and mathematics K-PREP proficiency score for all students to 59.9 for elementary school, 63.5 for middle school, and 64.1 for high school by 2019. Growth Goal: Newport Independent School District will increase the average combined reading and math growth percentile in grades 3-8 to 61% by 2019. Transition Readiness Goal: Newport Independent School District will increase the percentage of students who are transition ready, college and career ready, to 80% by 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.

NOTE: Attachments Optional

In order to reach the Equity Goals set, strategies & activities were developed within the 2018 CDIP to assist with meeting the goals. The main strategies & activities that will improve our Teacher



Equity Data are: Proficiency Goal - Design & Deploy Standards Strategy o High Yield Instructional Strategy Activity: Providing resources, support, & ongoing professional learning regarding best practices & high yield instructional strategies - Design & deliver Instruction Strategy o 21st Century Skill Activity: Providing resources, support, & ongoing professional learning for teachers so they can plan learning opportunities for students to develop 21st Century skills - Design, Align, Deliver Support Services Strategy o Teacher Induction Program Refinement Activity: Planning & implementing additional teacher induction activities for both 1st year & 2nd year teachers o Teacher Leadership Activity: Planning & implementing teacher leadership opportunities & training to increase their effectiveness as leaders - Review, Analyze, & Apply Data Strategy o Walkthrough Activity: Conduct & analyze school/district walkthroughs to determine trends, teacher growth, & professional learning needs Growth Goal - Review, Analyze, & Apply Data Strategy o Assessment Practices Activity: Developing & implementing assessment practices for teacher to gather evidence for making instructional decisions & informing teacher effectiveness Transition Readiness Goal - Establishing Learning Culture & Environment Strategy o Positive School Culture Activity: Creating culturally responsive school cultures that hold student to high expectations for appreciating & accepting diversity - Design, Align, Deliver Support Processes o District Transition Activity: Planning, implementing, & evaluating all district transition activities for their effectiveness of removing barriers for both students & staff

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Newport Independent

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Newport Equity Data & Goals	The spreadsheet contains the Newport Equity Data & Goals.	
 TELL Survey Analysis	This report compares the TELL Survey results over multiple years.	

CDIP Phase III: The Superintendent Gap Assurance_11012017_16:48

CDIP Phase III: The Superintendent Gap Assurance

Newport Independent
Kelly Middleton
30 W 8th St
Newport, Kentucky, 41071-1362
United States of America

Last Modified: 12/28/2017
Status: Locked

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ No school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ 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.

COMMENTS

Please enter your comments below.

Newport Intermediate School (Grades 3-6) Newport High School (Grades 7-12)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase III: Executive Summary for Districts_11012017_16:48

Phase III: Executive Summary for Districts

Newport Independent
Kelly Middleton
30 W 8th St
Newport, Kentucky, 41071-1362
United States of America

Last Modified: 12/28/2017
Status: Locked

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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

Describe the district 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 district 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 - Newport Regional School, formerly known as the 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 58% White o 18% African-American o 16% One or More Races o 13% Hispanic - 11% of students are experiencing homelessness, which is a total of 175 students district-wide - District provided services o School Based Health Center with a District-wide Nurse Practitioner o Newport Adult Learning Center o Family Resource Centers at Primary & Intermediate Schools o Youth Service Centers at the High School o K-8 & 9-12 21st Century Community Learning Centers - 270 total employees o 163 certified o 107 classified - 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 eleventh 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 twelve 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.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

- Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.
- Describe how the district 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 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. In August 2017, we began the final steps in our 1:1 initiative to result in MacBook Air laptops for all teachers, MacBook Air laptops for students in grades 9-12, & 1:1 iPads for all students in grades K-8. Measures of Academic Progress (MAP) is used three times per year with students in grades K-11. 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 12. CERT scores are closely monitored to determine proficiency levels of students and predict how many students are prepared to met ACT benchmarks. Additionally, areas for intervention and/or enrichment may be identified for students based on CERT assessments.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

- Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district 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
- Newport High School was awarded the Career Readiness Gold Award in 2017 by KDE for their CCR achievement
- Implementation of 1:1 iPad initiative with intensive teacher training in grades K-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 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%
- Implementation of Project Lead the Way Programs at all Newport Schools
- Creation of MakerSpaces at all Newport School Media Centers
- 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
 - Read to Achieve Grant for Newport Primary and Newport Intermediate Schools
 - 21st Century Community Centers Grant for Grades K-8
 - 21st Century Community Center Grant for Grades 9-12
 - 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
 - Food Pantry 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
 - Born Learning Grant

Newport Independent's Trend data indicates:

- Achievement in the District has increased in the past three years from 45.8 to 47.8
- The district Gap score has increased in the past three years from 23.4 to 32.9
- The district Growth has decreased in the past three years from 49.3 to 46.1
- NHS/District Graduation Rate has increased from 67.2 in 2012 to 93.2 in 2017, which is an increase of 26 in the five year period
- The CCR Score has increased over the past three years from 54.6 to 67.5
- The ACT Composite Score has increased slightly over the past four years from 17.2 in 2014 to 17.3 in 2017

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.
 - o 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 growing in these areas, strategies are needed to meet the differentiated needs of the students to further their progress
 - o 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 evaluation 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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information


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

Although Newport Independent Schools face barriers, our goal is to remove these barriers for our students & staff to ensure the right research-based resources, learning environment, & expectations are in place to foster academic success. We truly are "All about Kids" at Newport Independent!

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Newport Independent Schools Strategic Plan	This document contains Newport's 3-year Strategic Plan.	