

# 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 <b>Strategy</b> will the school/district use to address this goal?<br>(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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br>(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 <b>Timeline</b> 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                            |
| <b>Objective 1</b><br>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"> <li>District leadership will support schools with the identification, vertical alignment, implementation, &amp; monitoring of essential standards to ensure mastery for all students</li> </ul>  | <ul style="list-style-type: none"> <li>Data tracking sheets</li> <li>Data meetings</li> <li>PLC meeting agendas &amp; minutes</li> </ul>   | <ul style="list-style-type: none"> <li>Each school identified, implemented and monitored the selected essential standards before and during the 2017-2018</li> <li>At the end of the school year, each school is reviewing and revising the essential standards for the 2018-2019 school year</li> </ul>            | Title I                            |
|   |  | <u>High Yield Instructional Strategies</u> <ul style="list-style-type: none"> <li>District leadership will ensure teachers participate &amp; implement ongoing professional learning in the areas of best practices &amp; high yield instructional strategies to help student reach mastery &amp; increase student engagement</li> </ul> | <ul style="list-style-type: none"> <li>Walkthrough data</li> <li>PL agendas &amp; sign-in sheets</li> <li>Data tracking sheets</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers/administrators have participated in a variety of professional learning, including: RtI, NCTM, PLTW, Apple, Google, Kagan, etc.</li> <li>Professional learning opportunities for June-Aug., including: PBL, Design in Five, ISTE, Kagan, ILA, SREB, etc.</li> </ul>  | Title I<br>Title II<br>Grant funds |
|   | Design & Deliver Instruction             | <u>21<sup>st</sup> Century Skills</u> <ul style="list-style-type: none"> <li>District leadership will ensure teachers participate &amp; implement ongoing professional learning to provide teachers with knowledge needs to plan effective learning opportunities for students to develop 21<sup>st</sup> Century skills</li> </ul>      | <ul style="list-style-type: none"> <li>Walkthrough Data</li> <li>PL agendas &amp; sign-in sheets</li> <li>Student projects/products</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers/administrators have participated in a variety of professional learning, including: RtI, NCTM, PLTW, Apple, Google, Kagan, etc.</li> <li>Professional learning opportunities for June –Aug., including: PBL, Design in Five, ISTE, Kagan, ILA, SREB, etc.</li> </ul> | Title I<br>Title II<br>Grant funds |
|   | Design, Align, Deliver Support Processes | <u>30-60-90 Day Plans</u> <ul style="list-style-type: none"> <li>District leadership will ensure that schools develop, implement, &amp; monitor their 30-60-90 day plans to guide their continuous school improvement work</li> </ul>  | <ul style="list-style-type: none"> <li>School 30-60-90 day plans</li> <li>School admin meeting agendas</li> </ul>  | <ul style="list-style-type: none"> <li>The curriculum department has met with each school to monitor and review their 30-60-90 day plans</li> <li>Each school will share/present their 30-60-90 day plans to the Board</li> </ul>   |                                    |

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| Which <b>Strategy</b> will the school/district use to address this goal?<br><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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br><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 <b>Timeline</b> 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. |  |  |
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| OBJECTIVE  | STRATEGY                                 | ACTIVITIES TO DEPLOY STRATEGY   | MEASURE OF SUCCESS   | PROGRESS MONITORING DATE & NOTES   | FUNDING  |
| <b>Objective 1</b> (continued)<br>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"><li>District leadership will evaluate, revise, plan, &amp; implement additional teacher induction activities for both 1<sup>st</sup> year and 2<sup>nd</sup> year teachers to provide them with ongoing support</li></ul>   | <ul style="list-style-type: none"><li>Teacher induction agendas &amp; sign-in sheets</li><li>Walkthrough data</li><li>PGPs</li></ul>   | <ul style="list-style-type: none"><li>The district facilitated the 2<sup>nd</sup> year teacher induction meetings with a focus on Growth Mindset</li><li>1<sup>st</sup> year teacher induction meetings included:<ul style="list-style-type: none"><li>The district conducted the first meeting prior to the beginning of school</li><li>Each school facilitated meetings with their staff, focusing on domains 2 and 3 and other identified personnel needs</li></ul></li></ul> | Title I<br>Title II<br>Grant funds                   |
|  |  | <u>Teacher Leadership</u> <ul style="list-style-type: none"><li>District leadership will plan &amp; implement teacher leadership opportunities to develop their skills &amp; increase their effectiveness as leaders</li></ul>  | <ul style="list-style-type: none"><li>Leadership meeting agendas &amp; sign-in sheets</li><li>PGPs</li></ul>   | <ul style="list-style-type: none"><li>The curriculum department is in the process of developing a structure for teacher leaders to facilitate a variety of professional learning opportunities for their peers</li></ul>   | Title I<br>Title II<br>Grant funds<br>District funds |
|  | Review, Analyze, & Apply Data            | <u>PLC Refinement</u> <ul style="list-style-type: none"><li>District leadership will ensure schools refine their PLC Protocol, provide ongoing needed trainings, &amp; monitor the implementation of the cyclic PDSA process that includes standard deconstruction, designing/analyzing assessments, resource sharing, &amp; collaborative planning to meet the needs of students</li></ul> | <ul style="list-style-type: none"><li>PLC protocols</li><li>PLC agendas &amp; minutes</li><li>PL agendas &amp; sign-in sheets</li></ul>  | <ul style="list-style-type: none"><li>Each school will refine their PLC protocols for 2018-2019 based upon feedback &amp; data from PLCs in Spring 2018</li><li>Focus of PLC protocols will be on the PDSA process</li></ul>   | Title I<br>Title II<br>Grant funds<br>District funds |
|  |  | <u>Walkthroughs</u> <ul style="list-style-type: none"><li>District leadership will ensure that school/district walkthroughs are conducted &amp; analyzed to determine trends, growth, &amp; professional learning needs</li></ul>   | <ul style="list-style-type: none"><li>Walkthrough data</li><li>PL plans</li></ul>  | <ul style="list-style-type: none"><li>District and building administrators have conducted walkthroughs around Domains 2 and 3</li><li>Schools have identified building/groups of staff/individual needs to determined professional learning opportunities for staff to increase their knowledge and understanding</li></ul>  | Title I<br>Title II<br>Grant funds                   |

2: Gap Goal

| <b>Goal 2:</b> 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 <b>Strategy</b> will the school/district use to address this goal?<br><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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br><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 <b>Timeline</b> 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                            |
| <b>Objective 1</b><br>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 | <u>Refinement of RtI Processes</u> <ul style="list-style-type: none"><li>District leadership will provide support &amp; professional learning needed to guide refinement, implementation, &amp; monitoring of the RtI processes at each school</li></ul>              | <ul style="list-style-type: none"><li>Decrease in the number of students scoring Novice</li><li>Walkthrough data</li><li>Progress monitoring data</li><li>Teacher/admin data meetings</li></ul> | <ul style="list-style-type: none"><li>RtI meetings were held with schools to provide feedback &amp; support on their RtI plans &amp; to monitor progress of the interventions</li></ul>  | Title I<br>Title II<br>Grant funds |
|   |   | <u>Focus Students</u> <ul style="list-style-type: none"><li>District leadership will ensure that schools create &amp; monitor their Focus Students performing below proficiency</li></ul>   | <ul style="list-style-type: none"><li>Focus student lists</li><li>Data tracking sheets</li><li>Teacher/admin data meetings</li></ul>  | <ul style="list-style-type: none"><li>Data meetings were held with schools to monitor the progress of each school’s Focus Students</li><li>Each school is making plans to improve the Focus Student initiative for 2018-2019</li></ul> |                                    |

3: Graduation Rate Goal

**Goal 1:** Newport Independent School District will increase the cohort graduation rate to 96% by 2020.

| Which <b>Strategy</b> will the school/district use to address this goal?<br><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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br><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 <b>Timeline</b> 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  |
| <b>Objective 1</b><br>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"><li>District leadership will ensure schools utilize the Persistence to Graduation Tool to assist in identifying &amp; providing services for students at risk for remediation, failure, and graduation</li></ul> | <ul style="list-style-type: none"><li>School schedules</li><li>Documentation from student meetings with Counselors/CCR Coach</li></ul>   | <ul style="list-style-type: none"><li>School schedules have been created to remove barriers for students who were identified using the Persistence to Graduation Tool</li><li>Counselors meet with students and adjust schedules according to student needs</li></ul>   |  |
|   | Establishing Learning Culture & Environment | <u>Attendance Plans</u> <ul style="list-style-type: none"><li>District leadership will ensure schools develop, implement, &amp; monitor their attendance plans</li></ul>   | <ul style="list-style-type: none"><li>Site visits</li><li>Attendance data</li></ul>  | <ul style="list-style-type: none"><li>DPP met with building leadership team to create a student intervention team, that monitors student data and provide support to at risk students</li><li>Attendance data has been monitored, discussed during 30/60/90 day reflection meetings, and will continue to be assessed in 120/150/180 day meetings</li></ul> |  |
|   |   | <u>Alignment of Student Services</u> <ul style="list-style-type: none"><li>District leadership will ensure that all available resources are deployed to assist students in need (FRYSC, DPP, 21<sup>st</sup> Century, McKinney-Vento, community services, etc.)</li></ul>                | <ul style="list-style-type: none"><li>DPP meeting agendas &amp; sign-in sheets</li><li>School SIT team meetings</li></ul>  | <ul style="list-style-type: none"><li>School teams created, implemented, and monitored individual plans for students identified at risk</li></ul>   | Title I<br>McKinney-Vento<br>21 <sup>st</sup> Century Flexible Focus |

4: Growth Goal

| <b>Goal 1:</b> Newport Independent School District will increase the average combined reading and math growth percentile in grades 3-8 to 61% by 2019.   |                                      |  |  |   |                                    |
|--|--------------------------------------|--|--|---|------------------------------------|
| Which <b>Strategy</b> will the school/district use to address this goal?<br><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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br><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 <b>Timeline</b> 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                            |
| <b>Objective 1</b><br>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"><li>District leadership will ensure schools receive professional learning, resources, and support to develop, evaluate, &amp; monitor the validity of assessments</li></ul>   | <ul style="list-style-type: none"><li>PL agendas &amp; sign-in sheets</li><li>PLC agendas &amp; minutes</li><li>Assessment samples</li></ul>                                     | <ul style="list-style-type: none"><li>Through PLCs, teachers have been working with Instructional Coaches on improving their assessments &amp; to ensure alignment to the Essential Standards</li><li>Design in Five Assessment training is scheduled for August 2018 for all teachers PK-12</li></ul>        | Title I<br>Title II<br>Grant funds |
|  | Review, Analyze, & Apply Data        | <u>Student Data Tracking &amp; Goal Setting</u> <ul style="list-style-type: none"><li>District leadership will ensure schools develop &amp; implement processes that allow students to understand where they are going, where they currently are, and how they can close the gap</li></ul>   | <ul style="list-style-type: none"><li>Student data tracking sheets</li><li>Student data tracking expectations</li><li>Data meetings</li><li>Student conferencing forms</li></ul> | <ul style="list-style-type: none"><li>Each school is in the process of developing a system for piloting student data tracking sheets in Fall 2018</li><li>Each Principal &amp; Asst. Principal held data meetings with their teachers to review their data tracking forms &amp; to monitor progress</li></ul> | Title I<br>Title II<br>Grant funds |
|  |                                      | <u>Assessment Practices</u> <ul style="list-style-type: none"><li>District leadership will ensure schools develop &amp; implement teacher assessment processes that teachers utilize to gather evidence for making instructional decisions that directly improve the student learning &amp; inform teacher effectiveness</li></ul> | <ul style="list-style-type: none"><li>Teacher data tracking sheets</li><li>PLC agendas &amp; minutes</li><li>Assessment expectations</li><li>Data meetings</li></ul>             | <ul style="list-style-type: none"><li>District leaders held data meetings with each school to monitor the progress of their students</li></ul>  | Title I<br>Title II<br>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 <b>Strategy</b> will the school/district use to address this goal?<br><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 <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen?<br><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 <b>Timeline</b> 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  |
| <b>Objective 1</b><br>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"><li>District leadership will ensure schools have training &amp; support to develop student leadership roles &amp; opportunities within each school</li></ul>  | <ul style="list-style-type: none"><li>Leader in Me initiatives</li><li>Ron Clark initiatives</li><li>Student group meeting agendas &amp; sign-in sheets</li></ul>  | <ul style="list-style-type: none"><li>Each school has implemented a school culture or change committee to work on Ron Clark Initiatives</li><li>Teachers on the school committees have created, modeled, and implemented school wide plans to address culture needs of their school</li><li>School &amp; district leaders have been meeting with Leader in Me representatives to discuss &amp; plan how to expand upon our Ron Clark initiatives with Leader in Me</li></ul>  | Title I<br>Title II<br>Grant funds<br>District funds |
|  |   | <u>Positive School Culture</u> <ul style="list-style-type: none"><li>District leadership will ensure that schools operate within the district expectations of cultural responsiveness &amp; hold students to high expectations for appreciating and accepting diversity</li></ul> | <ul style="list-style-type: none"><li>Ron Clark initiatives</li><li>Leader in Me initiatives</li><li>Assembly agendas</li><li>School culture committee agendas &amp; sign-in sheets</li></ul>                | <ul style="list-style-type: none"><li>District leaders monitor the implementation of the culture initiatives through school admin meetings &amp; 30/60/90 day plans</li><li>Future plans are being made with school leaders to attend Leader in Me symposiums with leaders &amp; teachers to further expand current understanding of the program</li></ul>  | Title II<br>Grant funds<br>District funds            |
|  |   | <u>Career Awareness</u> <ul style="list-style-type: none"><li>District leadership will provide resources to ensure students are provided with opportunities to experience career presentations, a variety of CTE pathways, &amp; targeted conferencing for ILP Planning</li></ul> | <ul style="list-style-type: none"><li>School schedules</li><li>Documentation from student meetings with Counselors/CCR Coach</li><li>Teacher goal setting &amp; conferencing expectations</li></ul>          | <ul style="list-style-type: none"><li>College and Career Fairs have been held to expose students to post secondary education and careers to provide opportunities for students to plan a transition from school to work</li><li>CCR Coach/Counselors have been meeting with students to set CCR goals, transition plans, and assessment focuses</li><li>Meetings with students in grades 6-8 focus on long term planning for successful transitions, while grades 9-12 focus on short term planning to instill hope and purpose through transition readiness indicators</li></ul> | District funds<br>Grant funds                        |

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

|  |  |   |  |   |   |
|--|--|---|--|---|---|
|  | Design, Align,<br>Deliver Support<br>Processes | <u>ACT &amp; CCR Interventions</u> <ul style="list-style-type: none"><li>District leadership will ensure Newport High School develops, implements, &amp; monitors interventions for both ACT &amp; CCR to increase student achievement &amp; meet each student’s needs</li></ul>  | <ul style="list-style-type: none"><li>School schedules</li><li>Documentation from student meetings with Counselors/CCR Coach</li></ul> | <ul style="list-style-type: none"><li>Students have been identified using MAP/ACT data and placed in interventions to increase achievement scores on ACT</li><li>Targeted remediation is ongoing and structured to meet individual student needs at NHS</li></ul>   | Grant funds<br>Flexible focus<br>District funds |
|  |  | <u>District Transition Activities</u> <ul style="list-style-type: none"><li>District leadership will ensure that schools plan, implement, &amp; evaluate transitional activities for all students, including Move-Up Day, Home Visit Day, Back to School Bash, Open Houses, &amp; other events to remove barriers for both students &amp; staff</li></ul> | <ul style="list-style-type: none"><li>Event agendas &amp; sign-in sheets</li><li>Event reflections from staff</li></ul>                | <ul style="list-style-type: none"><li>The DPP has collaborated with school leaders to plan &amp; implement Move-Up Day in May 2018 along with working with school leaders to plan Home Visit Day for August 2018</li><li>Each school has scheduled their Open Houses for August 2018 &amp; are working to plan more meaningful activities for both parents &amp; students at these events</li></ul> | District funds<br>Flexible focus                |