

# NEWPORT INDEPENDENT SCHOOLS

## 2020 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)

### 1: Proficiency Goal

<p><b>Goal 1:</b> By 2024, Newport Independent School District will increase their reading and mathematics K-PREP/ACT proficiency score for all students; <b>Reading:</b> 70% for elementary, 70% for middle, and 70% for high school and in <b>Mathematics:</b> 70% for elementary, 70% for middle, and 70% for high school.</p>			
<p>Which <b>Strategy</b> will the school/district use to address this goal? (The <b>Strategy</b> 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.)</p>		<p>Which <b>Activities</b> 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.)</p>	<p>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.</p>
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS
<p><b>Objective 1</b></p> <p>By May 2020, the reading and mathematics K-PREP scores for all students will be:</p> <ul style="list-style-type: none"> <li><b>Reading</b> from 23.6% to 38% for elementary school, from 42.5% to 57% for middle school, and from 25.6% to 45.4% for high school</li> <li><b>Mathematics</b> from 36.8% to 51% for elementary school, from 35.9% to 50% for middle school, and from 15.3% to 42% for high school</li> </ul> <p><b>Improvement Priority #1</b></p> <p>Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p>	<p>Design &amp; Deploy Standards</p>	<p><u>Curriculum Alignment &amp; Revision of Essential Standards</u></p> <ul style="list-style-type: none"> <li>District leadership will support schools with understanding the intent of standards to ensure alignment with curriculum, instruction, and assessments through PLC work and implementation of the district Lesson Design Form (IP2)</li> <li>Revising the identified Essential Standards at each grade level and content area and analyzing mastery of identified Essential Standards to determine effectiveness of implementation based on student achievement and instruction (IP1)</li> </ul> <p><u>High Yield Instructional Strategies</u></p> <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 (IP2)</li> </ul>	<ul style="list-style-type: none"> <li>Completed Lesson Design Forms from PLC work lists</li> <li>Data tracking of formative assessments using GradeCam or other instruments</li> <li>Data analysis of Essential Standards to determine root cause and next steps to ensure 100% mastery</li> <li>Walkthrough data will show that teachers are implementing strategies and students are actively engaged in the learning (Accomplished Rating will be at least 80% or higher for each building in Domain 3B and 3C)</li> <li>PLC Lesson Designs will include the high yield instructional strategies that will be implemented in every daily lesson</li> </ul>
<p><b>Improvement Priority #2</b></p> <p>Develop systemic strategies to ensure a successful learning culture in Comprehensive Support &amp; Improvement (CSI) schools. Work with building level staff to align the curriculum to standards &amp; focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)</p>	<p>Design &amp; Deliver Instruction</p>	<p><u>21<sup>st</sup> Century Skills</u></p> <ul style="list-style-type: none"> <li>District leadership will ensure teachers participate &amp; implement ongoing professional learning to provide teachers with knowledge to choose engaging instructional strategies and to plan effective learning opportunities for students to develop 21<sup>st</sup> Century skills, creativity, innovation, &amp; collaborative problem-solving skills through areas such as STEM, KAGAN, PBL, and PLTW (IP2)</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough data</li> <li>Student projects/products</li> <li>Completed Lesson Design Forms from PLC Work</li> <li>Feedback from professional consultants, including PBL &amp; KAGAN</li> </ul>
			<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>
			<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>
			<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>

<p><b>Objective 1 (continued)</b> By May 2020, the reading and mathematics K-PREP/ACT scores for all students will be:</p> <ul style="list-style-type: none"> <li>• Reading from 23.6% to 38% for elementary school, from 42.5% to 57% for middle school, and from 25.6% to 45.4% for high school</li> <li>• Mathematics from 36.8% to 51% for elementary school, from 35.9% to 50% for middle school, and from 15.3% to 42% for high school</li> </ul>	<p>Design, Align, Deliver Support Processes</p>	<p><b>30-60-90 Day Plans</b></p> <ul style="list-style-type: none"> <li>• District leadership will ensure that schools monitor and use data analysis of their 30-60-90 day plans to determine system effectiveness and implementation next steps (IP1)</li> </ul>	<ul style="list-style-type: none"> <li>• School 30-60-90 plans include 30 day increment reflections and measurement data to support effectiveness of implementation of the identified 30 days</li> <li>• School administration weekly team meetings will be focusing on analyzing identified sections of the plan to determine next steps of implementation</li> </ul>	
<p><b>Improvement Priority #1</b> Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p>	<p>Design, Align, Deliver Support Processes</p>	<p><b>Teacher Leadership</b></p> <ul style="list-style-type: none"> <li>• District leadership will develop a "Grow Your Own Leaders" by planning &amp; implementing teacher leadership opportunities to develop their skills &amp; increase their effectiveness as leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 5% of teachers participating in the Leadership Program in the first year, with at least an increase the percentage of teachers participating to 7.5% the next year</li> <li>• 10% of teachers continuing Rank II or Rank I in Leadership during/after the Teacher Leadership Program</li> <li>• PGP's</li> </ul>	<p>General Funds</p>
<p><b>Improvement Priority #2</b> Develop systemic strategies to ensure a successful learning culture in Comprehensive Support &amp; Improvement (CSI) schools. Work with building level staff to align the curriculum to standards &amp; focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)</p>	<p>Review, Analyze, &amp; Apply Data</p>	<p><b>PLC Refinement</b></p> <ul style="list-style-type: none"> <li>• District leadership will ensure schools implement the refined PLC Protocol by monitoring and analyzing 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 (IP1)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the building PLC Teams complete the PDSA cycle in order to study student data to create instructional next steps</li> <li>• Completion of Lesson Design Forms</li> <li>• District PLC meeting monitoring feedback</li> </ul>	<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>
		<p><b>Walkthroughs</b></p> <ul style="list-style-type: none"> <li>• District leadership will ensure that school/district walkthroughs are analyzed to determine trends, growth, professional learning needs, &amp; monitor improvement initiatives (IP1, IP2)</li> <li>• District leadership will ensure that school/district walkthroughs are analyzed &amp; next step improvements are determined based on data collected from an Instructional Round Process to assist schools in determining current state of priorities &amp; problems of practice (IP1, IP2)</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthrough longitudinal data will indicate instructional changes in the identified improvement initiatives</li> <li>• Next step plans from walkthrough analysis meetings</li> </ul>	<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>

## 2: Gap Goal

Goal 2: By 2024, Newport Independent School District will increase the number of students scoring proficient for subgroups: <b>African American: Reading: 70%</b> for elementary, 70% for middle, and 70% for high school and in <b>Mathematics: 70%</b> for elementary, 70% for middle, and 70% for high school and <b>Disability: Reading: 70%</b> for elementary and 70% for middle school, and 70% and in <b>Mathematics: 70%</b> for elementary and 70% for middle school.				
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES
<p><b>Objective 1</b></p> <p>By 2020, Newport Independent Schools will increase the number of students scoring proficient:</p> <p><b>African American Students:</b></p> <ul style="list-style-type: none"> <li>Reading: from 16.6% to 37.1% elementary, from 24% to 35% for middle school, &amp; from 11.8% to 40% for high school</li> <li>Mathematics: from 16.6% to 37.1% elementary, from 16% to 35% for middle school, &amp; from 5.9% to 40% for high school</li> </ul> <p><b>Disability Students:</b></p> <ul style="list-style-type: none"> <li>Reading: from 21.9% to 35% in elementary &amp; from 13.3% to 39% for middle school</li> <li>Mathematics: from 17.8% to 31.8% elementary &amp; from 20% to 35% for middle school</li> </ul> <p>as compared to all students scoring proficient as indicated on the K- PREP/ACT assessment.</p> <p><b>Improvement Priority #1</b> Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p>	<p>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.</p> <p>Design, Align, Deliver Support Services</p>	<p>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.</p> <p><u>Refinement of Tier I &amp; II RtI Processes</u></p> <ul style="list-style-type: none"> <li>District leadership will collaborate with building administrators to create, implement and monitor an RtI systematic process for Tier I &amp; II instruction while also monitoring student success with each level of intervention (IP1)</li> </ul> <p><u>GAP Student Instructional Processes</u></p> <ul style="list-style-type: none"> <li>District leadership will ensure that schools create and monitor a systematic process to plan and implement targeted instructional strategies for identified gap students to close achievement gaps (IP1)</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in the number of students scoring Novice and Apprentice levels</li> <li>An explicit written plan that includes the uses of student data, instructional plans and resources that embeds the decision rules of tiered instruction</li> </ul>	<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>
			<ul style="list-style-type: none"> <li>Analysis of GAP student progress from school admin data meetings with district leaders</li> <li>Data is maintained, analyzed, and appropriately applied to increase student achievement</li> </ul>	<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>

### 3: Graduation Rate Goal

**Goal 3:** Newport Independent School District will increase the 4-year cohort graduation rate to 99% by 2024.

OBJECTIVE		STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES	FUNDING
<p>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.)</p>		<p>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.</p>				
<p><b>Objective 1</b> By May 2020, the 4-year cohort graduation rate will increase from 96.7% to 98%.</p>	Design, Align, Deliver Support Processes	<p><u>Persistence to Graduation Tool</u></p> <ul style="list-style-type: none"> <li>District leadership will ensure schools utilize the Persistence to Graduation Tool with the Early Warning Report 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</li> <li>Documentation from School Admin Meetings</li> </ul>			
		<p><u>Attendance Plans</u></p> <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>			
	Establishing Learning Culture & Environment	<p><u>Alignment of Student Services</u></p> <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.) &amp; execution of resources will be monitored for impact on removing barriers for students in their learning</li> </ul>	<ul style="list-style-type: none"> <li>DPP &amp; Admin Teams work in collaboration (meetings scheduled; next steps determined)</li> <li>School SIT team meetings</li> <li>Decrease in drop-out rate</li> <li>Increase in attendance &amp; transition readiness</li> </ul>			<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p> <p>McKinney-Vento 21<sup>st</sup> Century</p>

#### 4: Growth Goal

<b>Goal 4:</b> By 2024, Newport Independent School District will increase the categorical growth score for both reading and mathematics on K-PREP for all 4th-8th grade students; <b>Reading: 75</b> for elementary, 85 for middle school and in <b>Mathematics: 70</b> for elementary, and 70 for middle school.			
<p>Which <b>Strategy</b> will the school/district use to address this goal? (The <b>Strategy</b> 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.)</p>	<p>Which <b>Activities</b> 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.)</p>	<p>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.</p>	
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	FUNDING
<p><b>Objective 1</b></p> <p>By May 2020, the Reading and Mathematics K-PREP growth scores for all students will be:</p> <ul style="list-style-type: none"><li>• <b>Reading</b> 60 for elementary school and 70 for middle school</li><li>• <b>Mathematics</b> will be 60 for elementary school and 55 for middle school</li></ul>	<p>Design &amp; Deliver Assessment Literacy</p>	<p><b>Balanced Assessment Literacy</b></p> <ul style="list-style-type: none"><li>• District leadership will ensure schools create and monitor a balanced assessment system that includes common formative assessments, common summative assessment check points, interim data, and summative unit assessments to inform curricular and instructional adjustments (<b>IP1</b>)</li><li>• Principals will present their assessment system to the Curriculum Department &amp; Superintendent at their data meetings with next steps embedded within their 30-60-90 Day Plan (<b>IP1</b>)</li></ul> <p><b>Quality Assessments</b></p> <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 through PLC work (<b>IP1</b>)</li></ul>	<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p>
<p><b>Improvement Priority #1</b></p> <p>Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p>	<p>Review, Analyze, &amp; Apply Data</p>	<p><b>Student Data Tracking &amp; Goal Setting</b></p> <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 (<b>IP1</b>)</li></ul> <p><b>Assessment Analysis System</b></p> <ul style="list-style-type: none"><li>• District leadership will ensure schools develop &amp; implement an assessment analysis system that teachers utilize to gather evidence for making instructional decisions that directly improve the student learning &amp; inform teacher effectiveness (<b>IP1</b>)</li></ul>	<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p>
		<ul style="list-style-type: none"><li>• Using the PLC Protocol, teachers will create all assessments congruent to the standards</li><li>• Teachers will utilize the Lesson Design Form to indicate the assessments used to inform curricular and instructional adjustments</li><li>• Professional learning reflections to determine next steps for professional growth</li><li>• Building administrators and teacher analysis of assessments in PLC to ensure congruency to standards</li><li>• Building administrators and teachers create student data tracking expectations</li><li>• Students use the data tracking sheet to inform instructional needs</li><li>• Building administrators/teachers lead student conferences</li><li>• Teacher data tracking sheets are discussed during PLC/data meetings to address curricular and student mastery</li><li>• District data meetings with school admin teams</li></ul>	<p>Title I Funds (Title I and Title IV are rolled over to Title I Funds)</p>

## 5: Transition Readiness Goal

Goal 5: Newport Independent School District will increase the percentage of students who are transition ready to 100% by 2024.				
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.)		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
<p><b>Objective 1</b> By May 2020, the percentage of students who are transition ready will increase from 80.4% to 90%.</p> <p><b>Improvement Priority #1</b> Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p>	Establishing Learning Culture & Environment	<p><b>Positive School Culture</b></p> <ul style="list-style-type: none"> <li>District leadership will ensure that schools operate within the district expectations of cultural responsiveness, hold students to high expectations for appreciating and accepting diversity, and promote student leadership opportunities within each school</li> </ul>	<ul style="list-style-type: none"> <li>Growth mindset/poverty/school culture initiatives</li> <li>Assembly agendas</li> <li>School culture committee &amp; student group meeting agendas &amp; sign-in sheets</li> </ul>	Title I Funds (Title II and Title IV are rolled over to Title I Funds)  General Funds
		<p><b>Career Awareness</b></p> <ul style="list-style-type: none"> <li>District leadership will provide resources to ensure students are provided with opportunities to experience career exploration, a variety of CTE pathways, &amp; targeted conferencing for ILP Planning</li> </ul>	<ul style="list-style-type: none"> <li>School schedules</li> <li>Career exploration curriculum</li> <li>Documentation from student meetings with Counselors</li> <li>Teacher goal setting &amp; conferencing expectations</li> </ul>	
	Design, Align, Deliver Support Processes	<p><b>Transition Ready Interventions</b></p> <ul style="list-style-type: none"> <li>District leadership will ensure Newport High School develops, implements, &amp; monitors an intervention system for both academic and career to increase student achievement &amp; meet each student's needs (IP1)</li> </ul>	<ul style="list-style-type: none"> <li>School schedules</li> <li>Documentation from student meetings with Counselors</li> </ul>	General Funds
		<p><b>Promoting Positive Relationships</b></p> <ul style="list-style-type: none"> <li>District leadership will ensure that schools plan &amp; implement activities (beyond Move-Up Day, Home Visit Day, &amp; Open Houses) that promote positive relationships with all students</li> </ul>	<ul style="list-style-type: none"> <li>Documentation from student &amp; staff activities</li> <li>Activity reflections from students &amp; staff</li> </ul>	General Funds

## 6: Separate Academic

Goal 6: By 2024, Newport Independent School District will increase their Separate Academic K-PREP proficiency score for all students; <b>Writing:</b> 70% for elementary, 70% for middle, and 70% for high school; <b>Social Studies:</b> 70% for elementary, 70% for middle, and 70% for high school and in <b>Science:</b> 70% for elementary, 70% for middle, and 70% for high school.				
OBJECTIVE	STRATEGY	ACTIVITIES TO DEPLOY STRATEGY	MEASURE OF SUCCESS	PROGRESS MONITORING DATE & NOTES
<p><b>Objective 1</b></p> <p>By May 2020, the Separate Academic K-PREP scores for all students will be:</p> <ul style="list-style-type: none"> <li><b>Writing:</b> from 9.2% to 20% for elementary school, from 10.1% to 37.6% for middle school, and from 34.9% to 44% for high school</li> <li><b>Social Studies:</b> from 23.5% to 32.3% for elementary school and from 22.5% to 43% for middle school</li> <li><b>Science:</b> from 5.2% to 22.3% for elementary school, from 10.9% to 18.7% for middle school, and from 18.1% to 33% for high school</li> </ul> <p><b>Improvement Priority #1</b> Review &amp; revise district processes and strategies for monitoring &amp; supporting school improvement. Use collaborative professional learning activities to guide district &amp; school staff members in establishing processes &amp; procedures to monitor improvement initiatives. Define &amp; clarify expectations for quality performance across the district &amp; provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)</p> <p><b>Improvement Priority #2</b> Develop systemic strategies to ensure a successful learning culture in Comprehensive Support &amp; Improvement (CSI) schools. Work with building level staff to align the curriculum to standards &amp; focus on the development of higher order thinking skills with all learners. Train teachers to choose and/or develop instructional strategies that increase student engagement in creative, innovative, and problem-solving activities. Provide teachers with intensive support for using selected strategies to ensure understanding and fidelity of implementation. (Standard 2.2)</p>	<p>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.)</p> <p>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.)</p>	<p><u>Writing Plan</u></p> <ul style="list-style-type: none"> <li>District leadership will lead and collaborate with school teams to ensure there is a valid writing plan at each school level that aligns with new policies and potential procedures (IP1)</li> </ul> <p><u>Intentional Writing</u></p> <ul style="list-style-type: none"> <li>District Leadership will ensure thorough training and monitoring that writing opportunities for students in all content areas will be intentionally planned with appropriate feedback in order to increase higher order thinking and demonstrate in-depth understanding of content area (IP1, IP2)</li> </ul> <p><u>Class Structure Non-Negotiables</u></p> <ul style="list-style-type: none"> <li>District's Class Structure Non-Negotiables will be monitored in collaboration with school level PLCs to ensure three-part instruction is thoroughly planned to effectively support student learning in all content areas (IP1, IP2)</li> </ul>	<ul style="list-style-type: none"> <li>Each school will have a valid writing plan that ensures quality, writing practices.</li> <li>Writing to learn, demonstrate learning and writing to publish student writing is evidenced in classroom instructional practices.</li> <li>All assessments that required student writing will increase in student proficiency.</li> <li>Students will be provided high quality writing opportunities in all classrooms.</li> <li>Student work analysis in each school</li> <li>Standards based instruction that demonstrates congruency of CIA</li> <li>Completed Lesson Design Forms from PLC work</li> <li>Walkthrough data</li> <li>Feedback from professional consultants, including Scholastic</li> </ul>	<p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p> <p>Title I Funds (Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p> <p>General Funds</p>

## **2019-2020 Phase Three: Comprehensive Improvement Plan for Districts**

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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

Last Modified: 12/31/2020  
Status: Locked



---

**TABLE OF CONTENTS**

---

2019-20 Phase Three: Comprehensive Improvement Plan for Districts ..... 3  
Attachment Summary ..... 5

## 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

### 2019-20 Phase Three: Comprehensive Improvement Plan for Districts

#### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

#### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

#### Using the Comprehensive District Improvement Plan Template

- a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
- b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A


### **ATTACHMENTS**

#### **Attachment Name**



Newport 2020 CDIP

### Attachment Summary

Attachment Name	Description	Associated Item(s)
 Newport 2020 CDIP		•

## **2019-2020 Phase Three: Executive Summary for Districts**

### **2019-20 Phase Three: Executive Summary for Districts**

#### **Newport Independent**

Kelly Middleton

30 W 8th St

Newport, Kentucky, 41071-1362

United States of America

Last Modified: 12/31/2020

Status: Locked

---

**TABLE OF CONTENTS**

---

2019-20 Phase Three: Executive Summary for Districts..... 3  
Attachment Summary ..... 7

## 2019-20 Phase Three: Executive Summary for Districts

### 2019-20 Phase Three: Executive Summary for Districts

#### Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the 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 1460 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-Newport School of Innovation, an A-5 school-All A-1 schools are school-wide Title IINISD Demographics, Features & Services-91% of student population qualify for free/reduced meals-Diverse student population o 54% Whiteo17% African-American15% One or More Raceso14% Hispanic-8.9% of students are experiencing homelessness, which is a total of 130 students district-wide-District provided services o School Based Health Center with a District-wide Nurse Practitioner oNewport Adult Learning CenteroFamily Resource Centers at Primary & Intermediate Schools o Youth Service Centers at the High SchooloK-8 & 9-12 21st Century Community Learning Centers-274 employees167 certified107 classified-Newport Service, Tools and Empowerment Project (NSTEP) - Homeless CoordinatorThe 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 interventionThe 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. 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.

### 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. The 4-Year Strategic Plan began implementation in August 2016 and has been a driving force for all improvement work within the district. The plan includes a focus on four objective areas: Academic Achievement, Workforce Excellence, Stakeholder Engagement, and Operational Effectiveness. Strategies from this plan have been embedded into all CDIP/CSIP goals and school 30-60-90 Day Plans. 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.

### 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 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 Apple initiative in grades K-12 so all K-8 students have their own iPads and



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-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 newly, remodeled Newport School Media Centers-Improving K-12 instruction through the intentional implementation of revised PLC Protocols, Lesson Design Forms, & Class Structure Non-Negotiables-Implementation of two PLC Days during the school day for all teachers to collaborate on curriculum, instruction, & assessment-Implemented an additional Career Pathway in August 2019 for Logistics as part of the River City Network Collaboration-Applied and received the following grants to help support the educational, social, emotional, physical, and health needs of our students:•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•Proctor & Gamble School Food Pantry Demonstration Grant•Math Achievement Fund Grant for Newport Primary and Newport Intermediate Schools•Born Learning Grant

#### Additional Information

**Districts Supporting CSI/TSI Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Newport District Leaders have established processes and procedures to ensure all of the CSI schools are successfully implementing their school improvement plans. These processes include:- Development, implementation, & monitoring of 30-60-90 Day Plans- Meeting with School Admin Teams to monitor the progress of the 30-60-90 Day Plan & to analyze data collected from their implementation- Conducting walkthroughs in each school to ensure the activities included in their plans are evident in the day-to-day operations of the school- Conducting data meetings with each school to assess student achievement progress and to develop next steps for improvement

#### Additional Information

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

**Areas of Improvement** Although some gains have been made across the district, analysis shows the need for continued improvement. All of our schools are currently labeled as CSI but we are 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, Benchmark Assessments, Common Formative & Summative Assessments, etc.-Monitoring progress through the use of data tracking sheets, & data meetings with teachers & school leaders o Graduation and dropout data o Attendance data o Transition Readiness data o Walkthrough data o PLC Protocol implementation 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-Areas of instructional data show a need for further training: o Lesson and unit

development to 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-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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------

## **2019-2020 Phase Three: The Superintendent Gap Assurance**

2019-20 Phase Three: The Superintendent Gap Assurance

### **Newport Independent**

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

Last Modified: 12/31/2020

Status: Locked

---

## TABLE OF CONTENTS

---

2019-20 Phase Three: The Superintendent Gap Assurance .....	3
Gap Target Assurance .....	4
Attachment Summary .....	5

---

## 2019-20 Phase Three: The Superintendent Gap Assurance

### 2019-20 Phase Three: The Superintendent Gap Assurance

---

## Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- ☐ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- ☒ The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

### **COMMENTS**

Please enter your comments below.

Newport Intermediate School, for elementary school grades 3-6  
Newport High School, for both middle school grades 7-8 & high school grades 9-12

## Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



## **2019-2020 Phase Two: The Needs Assessment for Districts**

2019-20 Phase Two: The Needs Assessment for Districts

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

Last Modified: 11/01/2019  
Status: Locked

TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Districts ..... 3  
Understanding Continuous Improvement: The Needs Assessment ..... 4  
Protocol ..... 5  
Current State ..... 7  
Priorities/Concerns ..... 9  
Trends ..... 11  
Potential Source of Problem..... 12  
Strengths/Leverages ..... 13  
Attachment Summary ..... 14

---

## 2019-20 Phase Two: The Needs Assessment for Districts

### 2019-20 Phase Two: The Needs Assessment for Districts

---

## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder 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 along with analyzing all data within the Newport Independent School District. All schools utilize 30-60-90 day planning & continuous improvement strategies 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 the district. These teams meet regularly to assess data and determine next steps: District Instructional Meetings with Principals are held on a weekly basis. District Cabinet Meetings are held on a weekly basis with all district leaders. School Board Meetings & Work Sessions are held twice a month. Instructional Coach Meetings are held on a monthly basis. School Admin Team Meetings are held on a weekly basis and attended by district liaisons and curriculum personnel. School Admin Teams meet with PLC Teacher Leaders on a monthly basis. All meetings are documented with agendas, sign-in sheets, & notes from the meetings. 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 that 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 regular 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 and ensure the PLC Protocol is implemented to fidelity at all schools. Align the resources with our deficiencies in reading and mathematics. Prepare visits to other schools who have been identified as high performing for our teachers and school leaders to see quality instruction and best practices 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 and data analysis to identify and solve problems of practice along with creating 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**

### **Attachment Name**



District Data Release Presentation



NHA Data Analysis Presentation for Sept. 2019 PLC Day



NIS Data Analysis Presentation for Sept. PLC Day



## NPS Data Analysis Presentation for Sept. PLC Day

## 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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Newport Independent's Current State: Newport Primary and Newport Intermediate Schools have been identified as CSI, meaning they are scoring in the bottom 5% of all KY schools. Newport Intermediate School's Overall Score is 43.3 with a One Star Rating. Newport Primary School is the only feeder school for Newport Intermediate School, therefore, they will obtain the same classifications as Newport Intermediate School. Newport High School has a Two Star Rating and exited CSI identification for the 7th and 8th grades. District proficiency, separate academic, and growth scores are below the state in all content areas. The District Proficiency score is 45.7%. The District Separate Academic score is 42.6%. The District Growth score is 50.7%. Newport High School and/or the District Graduation Rate score is 96.7%. The District Transition Readiness score is 80.4%. The percent of students in grade 11 meeting ACT Benchmarks is well below the state average with 26% in English, 5% in Math, and 13% in Reading meeting the benchmarks. The average ACT Composite for students in grade 11 is 16.5 for 2019. Staff attendance decreased from 96.4% in 2016-2017 to 95.1% in 2017-2018. Student attendance slightly decreased from 94.27% in 2017-2018 to 94.09% in 2019-2020. Teacher turnover has averaged 30% over the past three years. Newport Primary had the least teacher turnover in the district this year at 21%. Newport Intermediate School has steadily increased teacher turnover over the past three years from 29.3% to 45% this year. 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

### Attachment Name



2020 District Problems of Practice



District Data Release Presentation



Newport District KASC Data Analysis



Newport Teacher Turnover & Retention Data



NHA Data Analysis Presentation for Sept. 2019 PLC Day



NHS 7-8 KASC Data Analysis



NHS 9-12 KASC Data Analysis



NHS ACT Report for 11th Grade 2018-2019



NIS 3-6 KASC Data Analysis



NIS Data Analysis Presentation for Sept. PLC Day



NPS Data Analysis Presentation for Sept. PLC Day



## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Despite making progress in some areas, Newport Primary and Newport Intermediate Schools have been identified in the bottom 5% of KY schools. Achievement areas for improvement are: Reading The number of students scoring at the Novice Level increased at the elementary school from 40.5% to 44.4% The number of students scoring at the Novice Level increased at the middle school from 31.3% to 33.1% The number of students scoring at the Novice Level increased at the high school from 30.4% to 47.7% Math The number of students scoring at the Novice Level increased at the elementary school from 22.5% to 36.8% The number of students scoring at the Novice Level increased at the middle school from 12.5% to 21% The number of students scoring at the Novice Level increased at the high school from 31.2% to 38.8% Science The number of students scoring at the Novice Level increased at the elementary school from 36.8% to 46.6% The number of students scoring at the Novice Level increased at the high school from 23.4% to 25.3% Social Studies The number of students scoring at the Novice Level increased at the middle school from 20.2% to 25.8% Writing The number of students scoring at the Novice Level increased at the elementary school from 40% to 56.3% The number of students scoring at the Novice Level increased at the middle school from 18.2% to 41.6% The number of students scoring at the Novice Level increased at the high school from 18.5% to 24.1% 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 data meetings, 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 4-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 Focusing on improving the effectiveness of all PLC Meetings through monitoring the new PLC Protocol at all schools Ensuring all teachers utilize the Lesson Design Form that aligns to the Class Structure Non-Negotiables

## ATTACHMENTS

### Attachment Name



District Data Release Presentation



Newport District KASC Data Analysis



Newport Teacher Turnover & Retention Data



NHA Data Analysis Presentation for Sept. 2019 PLC Day



NHS 7-8 KASC Data Analysis



NHS 9-12 KASC Data Analysis



NHS ACT Report for 11th Grade 2018-2019



NIS 3-6 KASC Data Analysis



NIS Data Analysis Presentation for Sept. PLC Day



NPS Data Analysis Presentation for Sept. PLC Day











## 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: Novice in Math for grades 7-8 has decreased from 25.7% to 21% over a four year period Novice in Reading for grades 7-8 has decreased from 41.4% to 33.1% over a four year period Proficient/Distinguished in Reading for grades 7-8 has increased from 31.6% to 42.5% over a three year period Novice in Science for 7th grade has decreased from 44.1% to 22.8% over a two year period Proficient/Distinguished in Science for grade 7 has increased from 7.6% to 10.9% over a two year period Novice in Social Studies for grade 5 has decreased from 40.0% to 35.3% over a two year period Novice in Social Studies for grades 7-8 has decreased from 26.7% to 25.8% over a four year period Proficient/Distinguished in Social Studies for grade 5 has increased from 20.3% to 23.5% over a three year period Proficient/Distinguished in Social Studies for grade 8 has increased from 21.7% to 22.5% over a four year period Novice in Reading for grades 9-12 has decreased from 48.4% to 47.7% over a four year period Proficient/Distinguished in Science for grades 9-12 has increased from 13.8% to 18.1% over a two year period Proficient/Distinguished in Writing for grades 9-12 has increased from 31.5% to 34.9% over a two year period NHS/District Graduation Rate has increased from 67.2% in 2012 to 96.7% in 2019, which is an increase of 29.5% in the six year period The ACT Composite Score has fluctuated over the past five years but overall has increased from 15.9 in 2015 to 16.5 in 2019 Additional analysis and graphs showing our trends are attached.

## ATTACHMENTS

### Attachment Name

-  District Data Release Presentation
-  Newport District KASC Data Analysis
-  Newport Teacher Turnover & Retention Data
-  NHA Data Analysis Presentation for Sept. 2019 PLC Day
-  NHS 7-8 KASC Data Analysis
-  NHS 9-12 KASC Data Analysis
-  NHS ACT Report for 11th Grade 2018-2019
-  NIS 3-6 KASC Data Analysis
-  NIS Data Analysis Presentation for Sept. PLC Day
-  NPS Data Analysis Presentation for Sept. PLC Day

## 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 Key Core Work Processes outlined below:

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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

District & school leaders have collaboratively assessed all data to determine three main problems of practice for our future work. Instructional shifts that must occur in order to solve these problems have been identified and next steps for each school are being embedded into the 30-60-90 Day Plans. The problems of practice and instructional shifts align with the following Key Core Processes: 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 See the attached Problems of Practice document for more details.

## **ATTACHMENTS**

### **Attachment Name**



2020 District Problems of Practice

## Strengths/Leverages










Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**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 Proficient/Distinguished increased at the middle school Middle: From 31.6% to 42.5% Social Studies The percent of students scoring Novice decreased at the elementary school Elementary: From 40.0% to 35.3% The percent of students scoring Proficient/Distinguished increased at the elementary schools Elementary: From 20.3% to 23.5% Writing The percent of students scoring Proficient/Distinguished increased at the high school from 31.5% to 34.9% To maintain our areas of strength, we will continue the following efforts: Providing each school with an instructional coach to assist with professional learning 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 effective 30-60-90 day plans at all schools Monitoring school performance through data meetings, 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

## ATTACHMENTS

### Attachment Name

-  District Data Release Presentation
-  Newport District KASC Data Analysis
-  NHA Data Analysis Presentation for Sept. 2019 PLC Day
-  NHS 7-8 KASC Data Analysis
-  NHS 9-12 KASC Data Analysis
-  NHS ACT Report for 11th Grade 2018-2019
-  NIS 3-6 KASC Data Analysis
-  NIS Data Analysis Presentation for Sept. PLC Day
-  NPS Data Analysis Presentation for Sept. PLC Day

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020 District Problems of Practice		•
 District Data Release Presentation		•
 Newport District KASC Data Analysis		•
 Newport Teacher Turnover & Retention Data		•
 NHA Data Analysis Presentation for Sept. 2019 PLC Day		•
 NHS 7-8 KASC Data Analysis		•
 NHS 9-12 KASC Data Analysis		•
 NHS ACT Report for 11th Grade 2018-2019		•
 NIS 3-6 KASC Data Analysis		•
 NIS Data Analysis Presentation for Sept. PLC Day		•
 NPS Data Analysis Presentation for Sept. PLC Day		•

## **2019-2020 Phase Two: District Assurances**

### **2019-20 Phase Two: District Assurances**

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

Last Modified: 12/31/2020  
Status: Locked

---

## TABLE OF CONTENTS

---

2019-20 Phase Two: District Assurances .....	3
Introduction.....	4
Title I.....	5
Title II.....	7
All Programs.....	8
Individual Learning Plan (ILP) .....	9
Attachment Summary.....	10



---

## 2019-20 Phase Two: District Assurances

### 2019-20 Phase Two: District Assurances

## Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

---

**Title I**

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- ☒ Yes
- ☐ No
- ☐ N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- ☒ Yes
- ☐ No
- ☐ N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- ☒ Yes
- ☐ No
- ☐ N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- ☒ Yes
- ☐ No

- ☐ N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

- ☒ Yes
- ☐ No
- ☐ N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

- ☒ Yes
- ☐ No
- ☐ N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

- ☒ Yes
- ☐ No
- ☐ N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

- ☒ Yes
- ☐ No
- ☐ N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

- ☒ Yes
- ☐ No
- ☐ N/A

**Title II**

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☐ Yes
- ☐ No
- ☒ N/A

**COMMENTS**

All Title II funds are consolidated to Title I, Part A funds. Therefore, Title II funds are under the guidelines of Title I, Part A.

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- ☐ Yes
- ☐ No
- ☒ N/A

**COMMENTS**

All Title II funds are consolidated to Title I, Part A funds. Therefore, Title II funds are under the guidelines of Title I, Part A.

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- ☐ Yes
- ☐ No
- ☒ N/A

**COMMENTS**

All Title II funds are consolidated to Title I, Part A funds. Therefore, Title II funds are under the guidelines of Title I, Part A.

## All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- ☒ Yes
- ☐ No
- ☐ N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- ☒ Yes
- ☐ No
- ☐ N/A

---

## Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the Kentucky Department of Education's Self-Implementation Rubric, is being implemented with fidelity for all students in grades 6 to 12.

- ☒ Yes
- ☐ No
- ☐ N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



## **2019-2020 Phase Two: District School Safety Report**

2019-20 Phase Two: District School Safety Report

### **Newport Independent**

Kelly Middleton

30 W 8th St

Newport, Kentucky, 41071-1362

United States of America

Last Modified: 11/01/2019

Status: Locked

---

## TABLE OF CONTENTS

---

2019-20 Phase Two: District School Safety Report .....	3
District School Safety Report .....	4
Questions Related to the Adoption and Implementation of the Emergency Plan.....	5
Attachment Summary .....	7

---

## 2019-20 Phase Two: District School Safety Report

### 2019-20 Phase Two: District School Safety Report

---

## District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes. All schools have completed Emergency Plans.

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes. Each school has provided the local first responders with emergency plan and a school diagram.

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Each school has posted evacuation routes by doorways.

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

6. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .*

Yes each school has reviewed their emergency plans with the school council. Newport High School: 7/29/19 Newport Intermediate School: 7/31/19 Newport Primary School: 7/24/19

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes each school went over their emergency plan with all staff members at their PD prior to the start of school.

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes. Each school has conducted all required drills during the first 30 days.

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*





Yes each school completed the required drills in January.

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes all schools conducted the fire drills required throughout the year.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 NHS EMP 19 20	Newport High School EMP 19 20	•
 NIS EOP 19 20	Newport Intermediate School Emergency Plan 19 20	•
 NIS Signed EMP 19 20	Newport Intermediate Schools signed sheet for their EMP 19 20.	•
 NPS EMP 19 20	Newport Primary School EMP 19 20	•

## **2019-2020 Phase One: Continuous Improvement Diagnostic for Districts**

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 09/09/2019  
Status: Locked



---

## TABLE OF CONTENTS

---

2019-20 Phase One: Continuous Improvement Diagnostic for Districts .....	3
--------------------------------------------------------------------------	---

## 2019-20 Phase One: Continuous Improvement Diagnostic for Districts

### 2019-20 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with 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, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

#### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

#### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Kelly E. Middleton 09/09/2019