

# Comprehensive District Improvement Plan (CDIP)

## 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 among 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, 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.

Explanations/Directions

<b>Goal:</b> Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

# NEWPORT INDEPENDENT SCHOOL DISTRICT

## 2020-2021 COMPREHENSIVE DISTRICT IMPROVEMENT PLAN (CDIP)

### 1: Proficiency Goal

Goal 1: 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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b></p> <p>By May 2021, 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 35.2% for elementary school, from 42.5% to 49.4 for middle school, and from 25.6% to 36.7% for high school</li> <li>● <b>Mathematics</b> from 36.8% to 45.1% for elementary school, from 35.9% to 44.4% for middle school, and from 15.3% to 29% 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></p>	Develop a systematic approach for <b>Design and Deploy Standards</b> which aligns standard operational procedures in order to assess, review and revise school curricula on a continuous basis	<p><b>Curriculum Alignment &amp; Revision of Essential Standards</b></p> <p>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 <b>(IP1)</b></p> <p>District leadership will collaboratively work with consultant support to develop sustainable systems that encompasses processes, practices and conditions as well as standard operational procedures 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 <b>(IP2)</b></p>	<p>Completed Lesson Design Forms including component expectations</p> <p>Forms from PLC work including component expectations</p> <p>Revised Essential Standards lists</p> <p>Data tracking of formative assessments</p> <p>Data analysis of Essential Standards to determine root cause and next steps to ensure 100% mastery</p> <p>30-60-90 plans include 30 day increment reflections and measurement data to support effectiveness of implementation of the identified 30 days and drives the work for next steps</p> <p>Development of standard operational procedures, communication, expectation, monitoring process, and effectiveness</p> <p>Written processes that can be communicated, practiced to improve the conditions within the organization</p> <p>System checks</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021</p>	<p>Title I Funds</p> <p>(Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p> <p>SIF</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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>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)</i>	Develop a systematic approach to <b>Design and Deliver Instruction</b> which aligns standard operational procedures in order to ensure the implementation of evidence-based curriculum and/or strategies with fidelity	<b>High Yield Instructional Strategies</b>  District leadership will ensure teachers participate & implement ongoing professional learning in the areas of best practices & high yield instructional strategies to help student reach mastery & increase student engagement <b>(IP2)</b>	Walkthrough data will show that teachers are implementing strategies and students are actively engaged in the learning  PLC Lesson Designs will include the high yield instructional strategies that will be implement in every daily lesson	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  <i>(Title II and Title IV are rolled over to Title I Funds)</i>  General Funds
		<b>21<sup>st</sup> Century Skills</b> District leadership will ensure teachers participate & 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, & collaborative problem-solving skills through areas such as STEM, KAGAN, PBL, and PLTW <b>(IP2)</b>	Walkthrough data  Student projects/products  Completed Lesson Design  Forms from PLC Work  Feedback from professional consultants, including PBL & KAGAN	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  <i>(Title II and Title IV are rolled over to Title I Funds)</i>  General Funds
		District leadership will collaboratively work with consultant support to develop sustainable systems that encompasses processes, practices and conditions as well as standard operational procedures for all levels of the organization to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Development of standard operational procedures that comprises of communication protocol, deployment expectation, monitoring process, and evidence of effectiveness  Written processes that can be communicated, practiced to improve the conditions within the organization Teacher participation in high yield/best practice PD opportunities  Student performance data  System checks	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	SIF

Goal 1: 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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Implement a uniform process for <b>Reviewing, Analyzing, and Applying Data</b> which aligns standard operational procedures in order to ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data	<p><b>PLC Refinement</b> 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 <b>(IP1)</b></p> <p>District leadership will collaboratively work with consultant support to develop sustainable systems that encompasses processes, practices and conditions as well as standard operational procedures for all levels of the organization to ensure aligned high quality, rigorous assessments</p>	<p>100% of the building PLC Teams complete the PDSA cycle in order to study student data to create instructional next steps</p> <p>Completion of Lesson Design Forms which include component expectations</p> <p>Written processes/standard operational procedures that can are communicated, practiced to improve the conditions within the organization</p> <p>System checks</p> <p>Evidence of quality data</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021</p> <p>System checks Monthly data</p>	<p>Title I Funds</p> <p>(Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p> <p>SIF</p>
		<p><b>Walkthroughs</b></p> <p>District leadership will ensure that school/district walkthroughs are analyzed to determine trends, growth, professional learning needs, &amp; monitor improvement initiatives <b>(IP1, IP2)</b></p> <p>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 <b>(IP1, IP2)</b></p>	<p>Walkthrough longitudinal data will indicate instructional changes in the identified improvement initiatives</p> <p>Next step plans from walkthrough analysis meetings</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021</p>	<p>Title I Funds</p> <p>(Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>

Goal 1: By 2024, Newport Independent School District will increase their reading and mathematics K-PREP/ACT proficiency score for all students; **Reading:** 70% for elementary, 70% for middle, and 70% for high school and in **Mathematics:** 70% for elementary, 70% for middle, and 70% for high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Develop a systematic approach for the <b>Design &amp; Delivery of Assessment Literacy</b> which aligns standard operational procedures in order to ensure the creation of a balanced assessment system that informs priorities, leverages, and drives next steps	District leadership will develop a data infrastructure to collect, link together, and protect the critical data needed to answer end-user questions. Infrastructure provides transparency as to how the system is serving students while also providing timely, tailored, and appropriate information to stakeholders <b>(ILP 1)</b> .  District leadership in collaboration with building leadership will select and deliver targeted professional learning focused on data literacy as determined by school and district needs <b>(ILP1)</b>	Development of data infrastructure Implementation of data infrastructure Student data  Each school identifies assessment literacy needs based on needs assessment evidence Focused professional learning is provided	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	
		District leadership will collaboratively work with consultant support to develop sustainable systems that encompasses processes, practices and conditions as well as standard operational procedures for all levels of the organization to ensure the creation of a balanced assessment system that informs priorities, leverages and drives next steps	Development of standard operational procedures that comprises of communication protocol, deployment expectation, monitoring process, and evidence of effectiveness  Written processes that can be communicated, practiced to improve the conditions within the organization  Student performance data System checks	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	SIF

2: Separate Academic Indicator

Goal 2: 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	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By May 2021, the Separate Academic K-PREP scores for all students will be: <ul style="list-style-type: none"><li>● <b>Writing:</b> from 9.2% to 24.4% for elementary school, from 10.1% to 25.1% for middle school, and from 34.9% to 37.1% for high school</li><li>● <b>Social Studies:</b> from 23.5% to 35.1% for elementary school and from 22.5% to 34.4% for middle school</li><li>● <b>Science:</b> from 5.2% to 21.4% for elementary school, from 10.9% to 25.7% for middle school, and from 18.1% to 31.1% for high school</li></ul> <i>Improvement Priority #1</i> <i>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)</i>	Develop a systematic approach in order to <b>Design and Deliver Instruction</b> which aligns standard operational procedures in order to ensure that 80% of students are 80% successful in writing, social studies and science	<b>Writing Plan</b> 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 <b>(IP1)</b>	Each school will have a valid writing plan that ensures quality, writing practices.  Writing to learn, demonstrate learning and writing to publish student writing is evidenced in classroom instructional practices.  All assessments that required student writing will increase in student proficiency.	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  (Title II and Title IV are rolled over to Title I Funds)  General Funds
		<b>Intentional Writing</b> District Leadership will ensue through 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 <b>(IP1, IP2)</b>	Students will be provided high quality writing opportunities in all classrooms.  Student work analysis in each school	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  (Title II and Title IV are rolled over to Title I Funds)  General Funds
		District leadership will collaboratively work with consultant support to develop sustainable systems that encompasses processes, practices and conditions as well as standard operational procedures for all levels of the organization to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the instructional of the standard, development and gradual release phases, and arrival at standards mastery	Development of standard operational procedures that comprises of communication protocol, deployment expectation, monitoring process, and evidence of effectiveness  Written processes that can be communicated, practiced to improve the conditions within the organization	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	General fund  SIF

Goal 2: 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	Measure of Success	Progress Monitoring	Funding
<i><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)</i>			Student performance data  System checks  Standards based instruction that demonstrates congruency of CIA  Completed Lesson Design Forms from PLC work  Walkthrough data  Feedback from professional consultants, including Scholastic		



3: Growth

Goal 3: 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:</b> 75 for elementary, 85 for middle school and in <b>Mathematics:</b> 70 for elementary, and 70 for middle school					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2021, 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><i>Improvement Priority #1</i></p> <p><i>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)</i></p>	Develop a systematic approach for the <b>Design &amp; Delivery of Assessment Literacy</b> to ensure the creation of a balanced assessment system that informs priorities, leverages, and drives next steps	<p><b>Balanced Assessment Literacy</b></p> <p>District leadership will ensure schools create and monitor a balanced assessment system that includes common formative assessments, common formative assessment check points, interim data, and summative unit assessments to inform curricular and instructional adjustments <b>(IP1)</b></p> <p>Principals will present their assessment system to the <u>Curriculum Department</u> &amp; Superintendent at their data meetings with next steps embedded within their 30-60-90 Day Plan <b>(IP1)</b></p>	<p>Using the PLC Protocol, teachers will create all assessments congruent to the standards</p> <p>Teachers will utilize the Lesson Design Form to indicate the assessments used to inform curricular and instructional adjustments</p> <p>Evidence of Principals 30-60-90 Day Plans</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed.</p> <p>January 2021-December 2021</p>	<p>Title I Funds</p> <p><i>(Title II and Title IV are rolled over to Title I Funds)</i></p>
		<p><b>Quality Assessments</b></p> <p>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></p>	<p>Professional learning reflections to determine next steps for professional growth</p> <p>Building administrators and teacher analysis of assessments in PLC to ensure congruency to standards</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed.</p> <p>January 2021-December 2021</p>	<p>Title I Funds</p> <p><i>(Title II and Title IV are rolled over to Title I Funds)</i></p>
	Create a systematic approach to <b>Review, Analyze, &amp; Apply Data</b> to examine and interpret all data in our schools in order to determine priorities for district/schools’ success	<p><b>Assessment Analysis System</b></p> <p>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></p>	<p>Teacher data tracking sheets are discussed during PLC/data meetings to address curricular and student mastery</p> <p>District data meetings with school admin teams</p>	<p>This strategy will be included in the District’s monthly 30-Day Plan as needed.</p> <p>January 2021-December 2021</p>	<p>Title I Funds</p> <p><i>(Title II and Title IV are rolled over to Title I Funds)</i></p>

4: Achievement Gap

Goal 4: By 2024, Newport Independent School District will increase the number of students scoring proficient for subgroups: <b>African American: 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 and <b>Disability: Reading:</b> 70% for elementary and 70% for middle school, and 70% and in <b>Mathematics:</b> 70% for elementary and 70% for middle school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By 2021, Newport Independent Schools will increase the number of students scoring proficient:  <b>African American Students:</b>  ● <b>Reading:</b> from 16.6% to 30% elementary, from 24% to 36% for middle school, & from 11.8% to 26.4% for high school  ● <b>Mathematics:</b> from 16.6% to 30%% elementary, from 16% to 330%for middle school, & from 5.9% to 22%for high school  <b>Disability Students:</b>  ● <b>Reading:</b> from 21.9% to 34% in elementary & from 13.3% to 28% for middle school  ● <b>Mathematics:</b> from 17.8% to 31% elementary & from 20% to 32.5% for middle school as compared to all students scoring proficient as indicated on the K- PREP/ACT assessment.  <i>Improvement Priority #1 Review &amp; revise district processes and strategies for monitoring &amp; supporting school</i>	Create a system for <b>Designing, Aligning, and Delivering Support</b> services in order to ensure that resources are aligned to needs, that student data is consistently and effectively monitored, and that a continuous improvement model that monitors what is working is solidly in place	<b>District Rtl Framework</b> District leadership will collaborate with building administrators and districtwide Rtl Team to create, implement and monitor an Rtl systematic process for all instructional and behavioral Tiers while also monitoring student success with each level of intervention <b>(IP1)</b>	Decrease in the number of students scoring Novice and Apprentice levels  Completion of collaborative development of District Framework  Communicated to all stakeholders  Implementation of processes/protocols within framework  An explicit written plan that includes the uses of student data, instructional plans and resources that embeds the decision rules of tiered instruction	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  <i>(Title II and Title IV are rolled over to Title I Funds)</i>  General Funds
		<b>GAP Student Instructional Processes</b> 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 <b>(IP1)</b>	Analysis of GAP student progress from school admin data meetings with district leaders  Data is maintained, analyzed, and appropriately applied to		Title I Funds  <i>(Title II and Title IV are rolled over to Title I Funds)</i>  General Funds

Goal 4: By 2024, Newport Independent School District will increase the number of students scoring proficient for subgroups: **African American: Reading:** 70% for elementary, 70% for middle, and 70% for high school and in **Mathematics:** 70% for elementary, 70% for middle, and 70% for high school and **Disability: Reading:** 70% for elementary and 70% for middle school, and 70% and in **Mathematics:** 70% for elementary and 70% for middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>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)</i>			increase student achievement		

5: Transition Readiness

Goal 5: Newport Independent School District will increase the percentage of students who are transition ready to 100% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b></p> <p>By May 2021, the percentage of students who are transition ready will increase from 80.4% to 85.3%.</p> <p><i>Improvement Priority #1</i></p> <p><i>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)</i></p>	Implement systems designed to improve <b>Learning Culture and Environment</b> which aligns standard operational procedures in order in order to ensure a fair and caring learning community in which all students have optimal opportunities for academic successful	<p><b>Positive School Culture</b></p> <p>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</p>	<p>Growth mindset/poverty/school culture initiatives</p> <p>Bias Training for all staff</p> <p>Decreased number of student referrals in relation to bias/race/prejudice/ types of referral events</p> <p>Lesson plans/student evidence (work/projects/community out-reach projects)</p> <p>Assembly agendas</p> <p>School culture committee &amp; student group meeting agendas &amp; sign-in sheets</p>	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	<p>Title I Funds</p> <p>(Title II and Title IV are rolled over to Title I Funds)</p> <p>General Funds</p>

Goal 5: Newport Independent School District will increase the percentage of students who are transition ready to 100% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District stakeholders will collectively establish vision and mission statements that reflect core values of the district and support academic achievement for all students with the support and direction of outside consultants	The district’s mission and vision are aligned with schools throughout our district mission and vision. Parents, students, and staff are able to articulate the district’s mission and vision	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	SIF
		<b>Career Awareness</b> District leadership will provide resources to ensure students are provided with opportunities to experience career exploration, a variety of CTE pathways, & targeted conferencing for ILP Planning	School schedules  Career exploration curriculum  Documentation from student meetings with Counselors  Teacher goal setting & conferencing expectations	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	General Funds
	Develop a system to <b>Design, Align, Deliver Support Processes</b> in order to ensure appropriate, intentional interventions and evidence-based practices are in place to meet the needs of all students	<b>Transition Ready Interventions</b> District leadership will ensure Newport High School develops, implements, & monitors an intervention system for both academic and career to increase student achievement & meet each student’s needs <b>(IP1)</b>	School schedules  Documentation from student meetings with Counselors  Student data	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	General Funds

6: Graduation Rate

Goal 6: Newport Independent School District will increase the 4-year cohort graduation rate to 99% by 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  By May 2021, the 4-year cohort graduation rate will increase from 95.7% to 97%.	<b>Design, Align, and Deliver Support Processes</b> to build a high-quality system for delivering appropriate academic and behavioral interventions, in order to ensure that resources are focused on all students graduating on time	<b>Persistence to Graduation Tool</b> District leadership will ensure schools utilize the Persistence to Graduation Tool with the Early Warning Report to assist in identifying & providing services for students at risk for remediation, failure, and graduation	School schedules  Documentation from student meetings with Counselors  Transcript audits  Documentation from School Admin Meetings	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	
	Implement systems designed to improve <b>Learning Culture and Environment</b> for communicating with and supporting students and their families in order to address barriers to learning	<b>Attendance Plans</b> District leadership will ensure schools develop, implement, & monitor their attendance plans	Site visits  Attendance data	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	
		<b>Alignment of Student Services</b> 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.) & execution of resources will be monitored for impact on removing barriers for students in their learning	DPP & Admin Teams work in collaboration (meetings scheduled; next steps determined)  School SIT team meetings  Decrease in drop-out rate  Increase in attendance & transition readiness	This strategy will be included in the District’s monthly 30-Day Plan as needed. January 2021-December 2021	Title I Funds  (Title II and Title IV are rolled over to Title I Funds)  McKinney-Vento 21 <sup>st</sup> Century

