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

# **Explanations/Directions**

**Goal**: 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. Six Sigma, Shipley, Baldridge, etc.).	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

Objective	Ctrotogy	Activities	Managers of Suggest	Drogress Menitoria	Funding
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Develop a systematic	Curriculum Alignment & Revision of	Completed Lesson Design Forms		Title I Funds
	approach for <b>Design and</b>	Essential Standards	including component expectations		
By May 2021, the reading and	Deploy Standards which			This strategy will be included in	(Title II and Title
mathematics K-PREP scores for	aligns standard	Revising the identified Essential Standards at	Forms from PLC work including	the District's monthly 30-Day	IV are rolled
all students will be:	operational procedures	each grade level and content area and	component expectations	Plan as needed.	over to Title I
	in order to assess,	analyzing mastery of identified Essential		January 2021-December 2021	Funds)
• Reading from 23.6% to 35.2%	,	Standards to determine effectiveness of	Revised Essential Standards lists		
for elementary school, from	review and revise school	implementation based on student			General Funds
42.5% to 49.4 for middle school,	curricula on a	achievement and instruction (IP1)	Data tracking of formative assessments		
and from 25.6% to 36.7% for	continuous basis				SIF
high school		District leadership will collaboratively work	Data analysis of Essential Standards to		
		with consultant support to develop	determine root cause and next steps to		
Mathematics from 36.8% to		sustainable systems that encompasses	ensure 100% mastery		
45.1% for elementary school,		processes, practices and conditions as well	,		
from 35.9% to 44.4% for middle		as standard operational procedures with	30-60-90 plans include 30 day increment		
school, and from 15.3% to 29%		understanding the intent of standards to	reflections and measurement data to		
for high school		ensure alignment with curriculum,	support effectiveness of implementation		
5		instruction, and assessments through PLC	of the identified 30 days and drives the		
Improvement Priority #1		work and implementation of the district	work for next steps		
Review & revise district processes and		Lesson Design Form (IP2)	Work for Hexe steps		
strategies for monitoring & supporting school			Development of standard operational		
improvement. Use collaborative professional			procedures, communication, expectation,		
learning activities to guide district & school			monitoring process, and effectiveness		
staff members in establishing processes & procedures to monitor improvement			morning process, and effectiveness		
initiatives. Define & clarify expectations for			Written processes that can be		
quality performance across the district &			communicated, practiced to improve the		
provide supportive feedback targeted to improve professional practice for all district			conditions within the organization		
staff. (Standard 1.11)			Constitution of Burnzation		
Improvement Priority #2			System checks		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Develop systemic strategies to ensure a successful learning culture in Comprehensive	Develop a systematic	High Yield Instructional Strategies	Walkthrough data will show that teachers	This strategy will be included in	Title I Funds
Support & Improvement (CSI) schools. Work	approach to <b>Design and</b>		are implementing strategies and students	the District's monthly 30-Day	
with building level staff to align the	<b>Deliver Instruction</b> which	District leadership will ensure teachers	are actively engaged in the learning	Plan as needed.	(Title II and Title
curriculum to standards & focus on the development of higher order thinking skills	aligns standard	participate & implement ongoing		January 2021-December 2021	IV are rolled
with all learners. Train teachers to choose	operational procedures	professional learning in the areas of best	PLC Lesson Designs will include the high		over to Title I
and/or develop instructional strategies that increase student engagement in creative,	in order to ensure the	practices & high yield instructional strategies	yield instructional strategies that will be		Funds)
innovative, and problem-solving activities.	implementation of	to help student reach mastery & increase	implement in every daily lesson		
Provide teachers with intensive support for	evidence-based	student engagement (IP2)			General Funds
using selected strategies to ensure understanding and fidelity of	curriculum and/or				
implementation. (Standard 2.2)	strategies with fidelity				
	Strategies with fidelity	21st Century Skills	Walkthrough data	This strategy will be included in	Title I Funds
		District leadership will ensure teachers	, .	the District's monthly 30-Day	
		participate & implement ongoing	Student projects/products	Plan as needed.	(Title II and Title
		professional learning to provide teachers		January 2021-December 2021	IV are rolled
		with knowledge to choose engaging	Completed Lesson Design		over to Title I
		instructional strategies and to plan effective	5 6 80 0 11		Funds)
		learning opportunities for students to	Forms from PLC Work		Compand Funds
		develop 21 <sup>st</sup> Century skills, creativity, innovation, & collaborative problem-solving			General Funds
		skills through areas such as STEM, KAGAN,	Feedback from professional consultants,		
		PBL, and PLTW (IP2)	including PBL & KAGAN		
		in Et, and rerve (ii 2)			
		District leadership will collaboratively work	Development of standard operational	This strategy will be included in	SIF
		with consultant support to develop	procedures that comprises of	the District's monthly 30-Day	
		sustainable systems that encompasses	communication protocol, deployment	Plan as needed.	
		processes, practices and conditions as well	expectation, monitoring process, and	January 2021-December 2021	
		as standard operational procedures for all	evidence of effectiveness	,	
		levels of the organization to ensure ongoing			
		professional development in the area of best	Written processes that can be		
		practice/high yield instructional strategies to	communicated, practiced to improve the		
		aid in curricular adjustments when students	conditions within the organization		
		fail to meet mastery	Teacher participation in high yield/best		
			practice PD opportunities		
			Student performance data		
			System checks		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective	Implement a uniform process for Reviewing, Analyzing, and Applying Data 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	PLC Refinement 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, & collaborative planning to meet the needs of students (IP1)  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	100% of the building PLC Teams complete the PDSA cycle in order to study student data to create instructional next steps  Completion of Lesson Design Forms which include component expectations  Written processes/standard operational procedures that can are communicated, practiced to improve the conditions within the organization  System checks  Evidence of quality data	This strategy will be included in the District's monthly 30-Day Plan as needed. January 2021-December 2021  System checks Monthly data	Title I Funds  (Title II and Title IV are rolled over to Title I Funds)  General Funds  SIF
		Walkthroughs  District leadership will ensure that school/district walkthroughs are analyzed to determine trends, growth, professional learning needs, & monitor improvement initiatives (IP1, IP2)  District leadership will ensure that school/district walkthroughs are analyzed & next step improvements are determined based on data collected from an Instructional Round Process to assist schools in determining current state of priorities & problems of practice (IP1, IP2)	Walkthrough longitudinal data will indicate instructional changes in the identified improvement initiatives  Next step plans from walkthrough analysis meetings	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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Develop a systematic approach for the Design & Delivery of Assessment Literacy 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 (ILP 1).  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 (ILP1)	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

Goal 2: By 2024, Newport Independent School District will increase their Separate Academic K-PREP proficiency score for all students; **Writing:** 70% for elementary, 70% for middle, and 70% for high school; **Social Studies**: 70% for middle, and 70% for high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Develop a systematic	Writing Plan	Each school will have a valid	This strategy will be included in	Title I Funds
	approach in order to	District leadership will lead and collaborate	writing plan that ensures quality,	the District's monthly 30-Day	
By May 2021, the Separate	Design and Deliver	with school teams to ensure there is a valid	writing practices.	Plan as needed.	(Title II and Title IV
Academic K-PREP scores for all	Instruction which aligns	writing plan at each school level that aligns		January 2021-December 2021	are rolled over to
students will be:	standard operational	with new policies and potential procedures	Writing to learn, demonstrate		Title I Funds)
	procedures in order to	(IP1)	learning and writing to publish		
• <b>Writing:</b> from 9.2% to 24.4% for	ensure that 80% of		student writing is evidenced in		General Funds
elementary school, from 10.1% to	students are 80%		classroom instructional practices.		
25.1% for middle school, and from	successful in writing,				
34.9% to 37.1% for high school	social studies and		All assessments that required		
			student writing will increase in		
• Social Studies: from 23.5% to	science		student proficiency.		
35.1% for elementary school and		Intentional Writing	Students will be provided high	This strategy will be included in	Title I Funds
from 22.5% to 34.4% for middle		District Leadership will ensue through	quality writing opportunities in all	the District's monthly 30-Day	
school		training and monitoring that writing	classrooms.	Plan as needed.	(Title II and Title IV
		opportunities for students in all content		January 2021-December 2021	are rolled over to
• <b>Science:</b> from 5.2% to 21.4% for		areas will be intentionally planned with	Student work analysis in each		Title I Funds)
elementary school, from 10.9% to		appropriate feedback in order to increase	school		
25.7% for middle school, and from		higher order thinking and demonstrate in-			General Funds
18.1% to 31.1% for high school		depth understanding of content area (IP1, IP2)			
Improvement Priority #1		District leadership will collaboratively work	Development of standard	This strategy will be included in	General fund
Review & revise district processes and strategies for monitoring & supporting school improvement.		with consultant support to develop	operational procedures that	the District's monthly 30-Day	
Use collaborative professional learning activities		sustainable systems that encompasses	comprises of communication	Plan as needed.	SIF
to guide district & school staff members in		processes, practices and conditions as well	protocol, deployment	January 2021-December 2021	
establishing processes & procedures to monitor improvement initiatives. Define & clarify		as standard operational procedures for all	expectation, monitoring process,		
expectations for quality performance across the		levels of the organization to ensure that	and evidence of effectiveness		
district & provide supportive feedback targeted to improve professional practice for all district		vertical curriculum mapping is occurring to			
staff. (Standard 1.11)		identify instructional gaps, including	Written processes that can be		
		planning for the instructional of the	communicated, practiced to		
		standard, development and gradual release	improve the conditions within		
		phases, and arrival at standards mastery	the organization		

Goal 2: By 2024, Newport Independent School District will increase their Separate Academic K-PREP proficiency score for all students; **Writing:** 70% for elementary, 70% for middle, and 70% for high school; **Social Studies**: 70% for elementary, 70% for middle, and 70% for high school and in **Science**: 70% for elementary, 70% for middle, and 70% for high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Improvement Priority #2 Develop systemic			Student performance data		
strategies to ensure a successful learning culture					
in Comprehensive Support & Improvement (CSI)			Colored to the		
schools. Work with building level staff to align			System checks		
the curriculum to standards & focus on the development of higher order thinking skills with					
all learners. Train teachers to choose and/or			Standards based instruction that		
develop instructional strategies that increase			demonstrates congruency of CIA		
student engagement in creative, innovative, and			demonstrates congruency or circ		
problem-solving activities. Provide teachers with					
intensive support for using selected strategies to			Completed Lesson Design Forms		
ensure understanding and fidelity of			from PLC work		
implementation. (Standard 2.2)					
			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; **Reading:** 75 for elementary, 85 for middle school and in **Mathematics**: 70 for elementary, and 70 for middle school

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Develop a systematic	Balanced Assessment Literacy	Using the PLC Protocol,	This strategy will be included in the	Title I Funds
	approach for the Design &		teachers will create all	District's monthly 30-Day Plan as	
By May 2021, the Reading and	Delivery of Assessment	District leadership will ensure schools	assessments congruent to the	needed.	(Title II and Title IV are
Mathematics K-PREP growth	Literacy to ensure the	create and monitor a balanced	standards	January 2021-December 2021	rolled over to Title I
scores for all students will be:	creation of a balanced	assessment system that includes			Funds)
	assessment system that	common formative assessments,	Teachers will utilize the Lesson		
Reading 60 for elementary	informs priorities, leverages,	common formative assessment check	Design Form to indicate the		
school and 70 for middle school	and drives next steps	points, interim data, and summative	assessments used to inform		
	and anves next steps	unit assessments to inform curricular	curricular and instructional		
• Mathematics will be 60 for		and instructional adjustments (IP1)	adjustments		
elementary school and 55 for			5		
middle school		Principals will present their assessment	Evidence of Principals 30-60-		
		system to the <u>Curriculum Department</u>	90 Day Plans		
Improvement Priority #1		& Superintendent at their data meetings with next steps embedded			
Review & revise district processes and		within their 30-60-90 Day Plan (IP1)			
strategies for monitoring & supporting		Quality Assessments	Professional learning	This strategy will be included in the	Title I Funds
school improvement. Use collaborative professional learning activities to quide		District leadership will ensure schools	reflections to determine next	District's monthly 30-Day Plan as	Title I I ulius
district & school staff members in		receive professional learning,	steps for professional growth	needed.	(Title II and Title IV are
establishing processes & procedures to monitor improvement initiatives. Define &		resources, and support to develop,	steps for professional growth	January 2021-December 2021	rolled over to Title I
clarify expectations for quality performance		evaluate, & monitor the validity of	Building administrators and	January 2021 December 2021	Funds)
across the district & provide supportive		assessments through PLC work (IP1)	teacher analysis of		, unasy
feedback targeted to improve professional practice for all district staff. (Standard 1.11)		,	assessments in PLC to ensure		
			congruency to standards		
	Create a systematic approach	Assessment Analysis System	Teacher data tracking sheets	This strategy will be included in the	Title I Funds
	to Review, Analyze, & Apply	District leadership will ensure schools	are discussed during PLC/data	District's monthly 30-Day Plan as	
	<b>Data</b> to examine and	develop & implement an assessment	meetings to address curricular	needed.	(Title II and Title IV are
	interpret all data in our	analysis system that teachers utilize to	and student mastery	January 2021-December 2021	rolled over to Title I
	schools in order to determine	gather evidence for making			Funds)
	priorities for district/schools'	instructional decisions that directly	District data meetings with		
	<sup>-</sup>	improve the student learning & inform	school admin teams		
	success	teacher effectiveness (IP1)			

### 4: Achievement Gap

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 **Disability: Reading:** 70% for elementary and 70% for middle school, and 70% and in **Mathematics**: 70% for elementary and 70% for middle school.

District Nation From Processing   Part   P	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2012, Newport Independent Schools will increase the number of students scoring proficient:  African American Students:  Reading: from 16.6% to 30% elementary, from 24% to 30% for middle school, & from 1.8 to 30% for middle school, & from 5.9% to 22% for middle school, & from 5.9% to 22% for middle school, & from 5.9% to 22% for middle school, & from 5.9% to 28% for middle school, & from 21.8% to 31% elementary, from 17.8% to 31% for middle school as compared to all students crown for middle school as compared to all students crow	Objective 1	Create a system for	District Rtl Framework	Decrease in the number	This strategy will be included in the	Title I Funds
Schools will increase the number of students scoring proficient:  African American Students:  Reading: from 16.6% to 30% elementary, from 24% to 36% for high school  Mathematics: from 16.5% to 30% elementary, from 16.6% to 20% elementary, from 16.6% to 30% elementary, from 16		Designing, Aligning, and	District leadership will collaborate with	of students scoring	District's monthly 30-Day Plan as needed.	
Schools will increase the number of students scoring proficient:  African American Students:  Reading: from 16.6% to 30% elementary, from 24% to 36% form intal 5% to 25% for high school  Mathematics: from 16.6% to 30% elementary, from 15% to 230% form indide school, & from 15.0% to 230% form indide school, & from 15.3% to 23% for middle school as from 12.3% to 28% for middle school as from 12.3% to 28% for middle school as scoring proficients  Reading: from 12.19% to 34% in elementary, from 15% to 230% form indide school as from 12.3% to 28% for middle school as compared to all students according of processes for identified gap students according to first instructional plans and resources to plan and implementary gaps (IP1)  Mathematics:  African American Students:  Reading: from 16.6% to 30% elementary, from 16% to 300% elementary, from 16% to 300% elementary, from 16% to 300% elementary, from 17.8% to 320% for middle school as compared to all students according profice and monitor a student data is nonlitored, and that a continuous improvement middle school as compared to all students according profice and monitor a student data is nonlitored, and that a continuous improvement middle school as compared to all students and instructional plans and resources that embeds the decision rules of title red instruction and implementary as from 20% to 25% for middle school as compared to all students according profice and monitor a systematic processes plan and implementary as from 20% to 25% for indide school as compared to all students and instructional plans and resources the media to progress from school admin data meetings with district leaders in which is a school as scoring proficient as indicated on the K-PREP/ACT assessment.  Improvement Priority & Review as research and monitor a systematic process on strategies for identified gap students to close achievement gaps (IP1)  African American Student data is conditionated to all students and thevold for intervention (IP1)  Communicated to all students and instruc	By 2021, Newport Independent	<b>Delivering Support</b> services	building administrators and	Novice and Apprentice	January 2021-December 2021	(Title II and Title IV are
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  • Reading: from 16.6% to 30% elementary, from 18% to 36% for middle school, & from 11.8% to 26.4% for high school  • Mathematics: from 16.6% to 30% elementary, from 16% to 30% elementary, from 16% to 30% for middle school, & from 15.8% to 28% for middle school, & from 530 km in middle school as compared to all students scoring proficient as indicated on the k- PREP/ACT assessment.  • Mathematics: from 11.3% to 28% for middle school as compared to all students scoring proficient as indicated on the k- PREP/ACT assessment.  Improvement Priority 18.6% two % Grobes are aligned to needs, that student data is consistently and effectively monitored, and that a continuous improvement into the provided in the notion of sudents and behavioral Tiers while also monitoring student success with each level of intervention (IP1)  Completion of collaborative development of District Framework  Communicated to all stakeholders  Implementation of processes/protocos 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.  • Mathematics: from 17.8% to 33% elementary, & from 20% to 28% for middle school as compared to all students of the processes of the pr	Schools will increase the		districtwide RtI Team to create,	levels		rolled over to Title I
needs, that student data is consistently and effectively monitored, and that a continuous improvement model that monitors what is working is solidly in place  • Reading: from 16.6% to 30% elementary, from 24% to 36% from 16.9% to 30% for middle school, & from 1.9% to 30% for middle school, & from 19.9% to 34% in elementary & from 19.9% to 34% in elementary & from 19.9% to 13.3% to 28% for middle school as compared to all students scoring proficient as indicated on the k- PREP/ACT assessment.  • Reading: from 17.5% to 33% to middle school as compared to all students scoring proficient as indicated on the k- PREP/ACT assessment.  • Improvement Priority #1.6% ever & revise & for all intervention (IP1)  **Systematic process for all instructional processes and that is consistently and effectively monitored, and that a continuous improvement model that monitors what is working is solidly in place  **Systematic process for all instructional consistently and effectively monitored, and that a continuous improvement model that monitors what is working is solidly in place  **Communicated to all stakeholders within framework  **An explicit written plan that includes the uses of student data, instructional processes of the decision rules of tiered instructional plans and resources that embeds the decision rules of tiered instructional and any analysis of GAP student progress from school admin data meetings with district leaders and standeps for identified gap students to close achievement gaps (IP1)  **Total Processes**  **Completion of collaborative development of District**  **Communicate to all stakeholders  **Communicated to all	number of students scoring		implement and monitor an RtI			Funds)
African American Students:  Reading: from 16.6% to 30% elementary, from 24% to 36% for middle school, & from 11.8% to 30% elementary, from 16.6% to 30% elementary & from 20% to 22% for high school  Pasability Students:  • Reading: from 21.9% to 34% in elementary & from 10.8% to 30% to 10.8%	proficient:			•		
• Reading: from 16.6% to 30% elementary, from 22% to 34% in elementary & from 13.3% to 28% for middle school as compared to all students scoring proficient as indicated on the K+ PREP/ACT assessment.  • Mathematics: from 17.8% to 31% elementary & from 13.3% to 28% for middle school as compared to all students scoring proficient as indicated on the K+ PREP/ACT assessment.  • Reading: from 17.8% to 31% elementary & from 20% to 31% elementary & from		,				General Funds
continuous improvement model that monitors what is working is solidly in place  Mathematics: from 16.6% to 30% elementary, from 15% to 26.4% for high school  Mathematics: from 16.6% to 30% elementary, from 15% to 30% elementary, from 15% to 30% for middle school, & from 5.9% to 22% for high school  Disability Students:  Reading: from 21.9% to 34% in elementary & from 13.3% to 28% for middle school as compared to all students scoring proficient as indicated on the K-PREP/ACT assessment.  Mathematics: from 17.8% to 31% in elementary & from 20% to 31% in elementary & from 20% to 31% in elementary & from 100% to 31% in elementary & from 20% to 31% in elementary & from 31% to 28% for middle school as compared to all students schools create and monitor a systematic process to plan and implement targeted instructional strategies for identified gap students to close achievement gaps (IP1)  Data is maintained, and appropriately applied to appropriately applied to 31% in elementary & from 20% to 30% in elementary & from 30% to 30% in elementary & f	African American Students:	-	_			
model that monitors what is working is solidly in place    Mathematics: from 16.6% to 330% elementary, from 15% to 330% elementary & from 15.3% to 28% for middle school, & from 15.3% to 28% for middle school as compared to all students scoring proficient as indicated on the K-PREP/ACT assessment.    Mathematics: from 17.8% to 31% for middle school as compared to all students scoring proficient as indicated on the K-PREP/ACT assessment.    Improvement Priority #1 Review & review		'	level of intervention (IP1)	Framework		
middle school, & from 11.8% to 26.4% for high school  • Mathematics: from 16.6% to 30%% elementary, from 15% to 22% for high school  Disability Students:  • Reading: from 21.9% to 34% in elementary & from 13.3% to 28% for middle school, & from 20% to 31% elementary & from 20% to 20% elementary & from 20% elementary & from 20% to 20% elementary & from 20% eleme	_	-				
• Mathematics: from 16.6% to 30%% elementary, from 16% to 330%for middle school, & from 5.9% to 22%for high school  Disability Students:  • Reading: from 21.9% to 34% in elementary & from 13.3% to 28% for middle school as 1% elementary & from 17.8% to 31% elementary & from 17.8% to 31% elementary & from 20% to 23.5% for middle school as compared to all students scoring proficient as indicated on the K-PREP/ACT assessment.  Improvement Priority #1 Review & revise district processes on Mathematics: for Mathematics: for a functional processe on strategies for identified gap students to close achievement gaps (IP1)  Improvement Priority #1 Review & revise district processes on Mathematics: form \$1.000 to 10.000						
Implementation of processes/protocols within framework	•	working is solidly in place		stakeholders		
Mathematics: from 17.8% to 32.5% for middle school as coring profice and monitor a compared to all students scoring proficient as indicated on the K- PREP/ACT assessment.  Inprovement Priority #1 Review & Review district processes and strategies for identified gap students and processes and strategies for identified gap students and processes of student gaps (IP1)  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  An explicit written plan that includes the uses of student data, instructional plans and resources that embeds the decision rules of tiered instruction  Analysis of GAP student progress from school admin data meetings with district leaders  With district planets and indicated on the K- PREP/ACT assessment.  Improvement Priority #1 Review & Review district processes and strategies for identified gap students to close achievement gaps (IP1)  An explicit written plan that includes the uses of student spread instructional plans and resources that embeds the decision rules of tiered instruction  Analysis of GAP student progress from school admin data meetings with district leaders  Improvement Priority #1 Review & Review and strategies for identified gap students to close achievement gaps (IP1)  An explicit written plan that includes the uses of students written plan that includes the uses of students plans and resources that embeds the decision rules of tiered instruction  Analysis of GAP student  Progress from school admin data meetings with district leaders  Analysis of GAP student  Progress from school admin data meetings with district leaders  Analysed, and appropriately applied to district processes and strategies for identified gap students to close achievement gaps (IP1)	26.4% for high school					
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330%for middle school, & from 5.9% to 22%for high school  Disability Students:  Reading: from 21.9% to 34% in elementary & from 13.3% to 28% for middle school  Mathematics: from 17.8% to 31% elementary & from 20% to 32.5% for middle school as coring proficient as indicated on the K- PREP/ACT assessment.  Improvement Priority #1 Review & revise district rocesses and strategies for district processes and strategies for such as a special processes						
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compared to all students scoring proficient as indicated on the K- PREP/ACT assessment.  Improvement Priority #1 Review & revise district processes and strategies for  systematic process to plan and implement targeted instructional strategies for identified gap students to close achievement gaps (IP1)  with district leaders  rolled over to Title I  Funds)  Data is maintained, analyzed, and appropriately applied to  General Funds	•		·			/Title II and Title IV are
scoring proficient as indicated on the K- PREP/ACT assessment.  Improvement Priority #1 Review & revise district processes and strategies for  implement targeted instructional strategies for identified gap students to close achievement gaps (IP1)  Data is maintained, analyzed, and appropriately applied to  General Funds				_	January 2021 December 2021	1 .
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close achievement gaps (IP1)  Improvement Priority #1 Review & revise district processes and strategies for  Close achievement gaps (IP1)  analyzed, and appropriately applied to				Data is maintained.		
Improvement Priority #1 Review & revise district processes and strategies for  appropriately applied to			0 .			General Funds
district processes and strategies for				•		
	district processes and strategies for monitoring & supporting school			7 - 1 7 - 1 - 1		

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 **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
improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement			increase student achievement		
initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)					

## 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
Objective 1  By May 2021, the percentage of students who are transition ready will increase from 80.4% to 85.3%.  Improvement Priority #1  Review & revise district processes and strategies for monitoring & supporting school improvement. Use collaborative professional learning activities to guide district & school staff members in establishing processes & procedures to monitor improvement initiatives. Define & clarify expectations for quality performance across the district & provide supportive feedback targeted to improve professional practice for all district staff. (Standard 1.11)	Implement systems designed to improve Learning Culture and Environment 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	Positive School Culture 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	Growth mindset/poverty/school culture initiatives  Bias Training for all staff  Decreased number of student referrals in relation to bias/race/prejudice/ types of referral events  Lesson plans/student evidence (work/projects/community out-reach projects)  Assembly agendas  School culture committee & student group meeting agendas & sign-in sheets	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

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
		Career Awareness 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 Design, Align, Deliver Support Processes in order to ensure appropriate, intentional interventions and evidence- based practices are in place to meet the needs of all students	Transition Ready Interventions 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 (IP1)	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
Objective 1  By May 2021, the 4-year cohort graduation rate will increase from 95.7% to 97%.	Design, Align, and Deliver Support Processes 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	Persistence to Graduation Tool 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 Learning Culture and Evironment for communicating with and supporting students and their families in order to address barriers to learning	Attendance Plans 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	
		Alignment of Student Services 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 &	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
			transition readiness		