

To: Mr. Watts, Superintendent
Ms. Malone, Chairperson of the Board
Members of the Board of Education

December Curriculum Department Highlights

District Curriculum Work

In order to ensure a viable and guaranteed district curriculum, a district-wide team consisting of principals, instructional coaches, plc leads, district leaders, and outside experts meet on a frequent basis throughout the school year to create a reading/writing and math curriculum development and alignment for the 21-22 school year. This month we met with a mini teacher leader team from each school to verify and complete the curriculum unit development for Math and Reading/Language Arts. Our next meeting will be in January to continue the current work with Math and Reading as well as begin the curriculum work on Social Studies and Science. Teachers will continue to develop lessons, and monitor the progress of this work at their individual buildings.

Assessments

The first District Interim Assessment was completed at each building. The data was shared with building admin teams and teaching staff for the purpose of analyzing student performance and identifying next steps of instruction for all stakeholders.

EL Access Assessment materials were ordered for 2021-22 school year.

CogAT assessment is partially implemented to identify 4th & 5th grade students for Gifted & Talented for the General Intellectual Ability. The 4th & 5th grade students have completed the CogAT screener. Any student scoring at the 75th percentile will be identified to take the full CogAT assessment in January 2022. Students scoring at the 9th percentile will have one of the three qualifying data to be considered for General Intellectual Ability services. In Spring 2022, the 3rd grade students will take the full CogAT assessment and the Gifted & Talented Committee will triangulate data and identify students for General Intellectual Ability.

21st Century and ESS Programs

The 21st Century District Director and building ESS Coordinators continually collaborate to identify students and instructional resources to provide services for academically struggling students. Recruiting staff, to provide before and after school services, and students continue to be a focus for these programs. The primary and intermediate schools are at full capacity, no more than 10 - 15 students per teacher.

Curriculum Department Systems Work

The Curriculum Department has been working with Linda Rains, systems consultant, to:

A. establish the Curriculum Department's vision, mission, and team core values, and

☐ TEAM VISION:

We envision a day when all **leaders** of Newport Independent Schools exhibit high expectations and guarantee excellence of instruction, ensure equitable opportunities and leverage all high quality resources so that students, staff and leaders will **maximize** their fullest potential.

☐ MISSION:

A. Goals

- Influence Leadership with sustainable systems and structures to be effective instructional leaders that focus on curriculum, assessment and instruction
- Support leadership efficacy (**WHAT IS EFFICACY**) and efforts in providing instructional environments for student achievement
- Clearly define the district's expectations for success
- Leadership collaboratively creates and leads the educational environment to allow staff have capacity to create deliver high quality teaching

B. Purpose (Why do we exist and what do we want to achieve?)

- Our primary reason for existence is to create systems and build structures that ensure building leadership and school staff are prepared and supported to deliver high quality teaching and learning.

☐ TEAM CORE VALUES:

Integrity, Excellence, Service; Servant Leadership, Equity, Collaboration - honorable mentions are Trust, Effectiveness, Achievement

☐ BELIEF STATEMENT:

We believe excellence of instruction leads to high student achievement.

We believe through our servant leadership, we will model collaboration and integrity to build leadership throughout the district.

Equitable Assurance of Practice

Operationalization of the Vision (looks like)

STUDENTS

- Students will be able to master grade level content by intermediate grades and
- All students receive the resources they need so they graduate prepared for success after high school
- All students will be engaged in meaningful, equitable and rigorous, standard aligned learning opportunities
- All students have access to a highly qualified teacher
- All students will be provided grade appropriate assignments that are engaging
- All students are active participants in their own learning by having a voice in goal setting and assessments of and for learning.

- All students track their own learning towards mastery of standards (student-data tracking sheet)
- Student's are provided with instruction detailed in their Private School Plan, PSP, IEP and/or 504 Plan

STAFF (classroom teachers, school counselors, instructional coaches)

- All staff actively participate in PLCs, using the PDSA protocol, to develop and evaluate instructional lessons and assessments that are congruent to the standards
- All staff provide Rtl instruction to meet academic needs of all students in the core and intervention time
- All staff have the growth-mindset and teacher collective efficacy to ensure achievement for all students
- All staff analyze data and student work through professional learning communities to inform instruction and measure student attainment of grade level standards and content.
- All staff advocate for every student, every day.
- All staff develop a common curriculum aligned to standards and measured using common assessments.
- Empower and support all stakeholders through collaborative leadership structures
- All staff design and deliver differentiated learning experiences for students
- All staff believe and ensures high expectations for all Newport students
- All staff monitor student progress through the tracking of student data and analysis of student work.
- All staff implement research based instructional strategies in to engage students in the learning environment
- All staff deliver instruction, accommodations, modifications and support detailed in the student's Private School Plan, PSP, IEP and/or 504 Plan.

BUILDING LEADER(s) (Principals, Assistant Principals, Coaches, PLC Leads)

- Leaders will hold all educators accountable for designing and delivering equitable instruction
- Leaders will be able to effectively engage in meaningful curriculum and instructional conversations, via PLCs, feedback, etc., with staff to guide the urgency for student achievement
- Leaders will have the capacity to implement, monitor, and evaluate instructional processes for continuous improvement.
- Leaders will create a culture that hold staff and students accountable but foster a risk-free environment within parameters of the vision
- Leaders will support teachers as they create productive and inclusive environments in the classroom and throughout the school.
- Leaders will hold asset-based rather than deficit-based perspectives for all students, and recognize relationships among disability, cultural differences, and social inequities.
- Leaders will acknowledge inequities and promote equality by recognizing, confronting, and leading by example how to identify institutional forces that impede equitable educational opportunities for all students.
- Leaders will develop systematic instructional processes to support, monitor and evaluate the implementation of curriculum, instruction and assessment.
- Leaders will collaboratively develop mission, vision and belief statements, with CSIP alignment to the vision

- Leaders will grow their staff with the resources (professional learning, time, curriculum, etc.) to be effective instructional leaders in the building and classroom
- Leaders will examine data to apply results for continuous improvements
- Leaders will provide opportunities to “grow” teacher leaders in their building
- Leaders collaboratively develop and monitor operational effectiveness of a master schedule that ensures the maximization of instructional time and ensure grade level mastery

B. revise and create policies, establish procedures and create processes that support our systems of curriculum, instruction, and assessment

The Curriculum Department conducted a needs assessment, analyzed and cross referenced our evidence of the work within the Key Core Work Processes and Drivers of Processes. A priority matrix was used to identify leverages and urgency within key processes.

Identified Urgencies:

Delivery of High Quality Instruction (Workplace-Processes)

4.1 The district creates and sustains transparent and highly valued systems (measured against the vision) that are in place to monitor, evaluate and adjust practices of the instructional core.

Deployment of Standards (Work-Product)

1.1 Curriculum provides a scope and sequence which supports uninterrupted learning, ensures equitable access to grade level content that provides clarity to learning outcomes.

Deployment of Standards (Work- Product)

1.1 Units of Study are developed and the design includes lessons with clear learning objectives, instructional strategies and assessments perfectly aligned to the intent of the standard.

Delivery of High Quality Instruction (Work-Product and Workplace-Process measured by our vision)

2.2 Instructional delivery is anchored in an instructional process that is research-based that includes intentional strategy selection.

Data Literacy and Diagnosis of Data (Work and Workplace-Processes and Beliefs)

3.3 Establish a data driven culture to effectively monitor student growth (PLC, Action Planning, mid and short term adjustments).

There is a correlation between the system's work and the pillars identified in the district's strategic plan which align with the strategies and activities within the Comprehensive District Improvement Plan (CDIP).

CDIP/CSIPs:

District and schools have been working to develop their *comprehensive improvement plans*.

*Long term ***achievement gap goals*** are not required. However, yearly objectives are required.

	Comprehensive District Improvement Plan (CDIP)	Comprehensive School Improvement Plan (CSIP)
Phase One Aug. 1 - Oct. 1	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Districts 	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Schools
Phase Two Oct. 1 - Nov. 1	<ul style="list-style-type: none"> • Needs Assessment for Districts • District Assurances • District Safety Report 	<ul style="list-style-type: none"> • Needs Assessment for Schools • School Assurances • School Safety Report
Phase Three Nov. 1 - Jan. 1	<ul style="list-style-type: none"> • Professional Development Plan for Districts • Comprehensive District Improvement Plan • Executive Summary for Districts • The Superintendent Gap Assurance 	<ul style="list-style-type: none"> • Professional Development Plan for Schools • Comprehensive School Improvement Plan • Executive Summary for Schools
Phase Four Jan. 1 - Dec. 31	<ul style="list-style-type: none"> • English Learner Plan for Districts (Lau Plan) - New • Continuation of Learning Plan for Districts (Due May 1) • Progress Monitoring 	<ul style="list-style-type: none"> • Progress Monitoring

Respectfully Submitted,

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