

1: Proficiency

1: By 2025, Newport Independent School District will increase their reading and mathematics KSA proficiency score for all students; Reading: 80% for elementary, 80% for middle, and 80% for high school and in Mathematics: 80% for elementary, 80% for middle, and 80% for high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2022, the reading and mathematics KSA scores for all students will be: ● Reading from 23.6% to 46.8% for elementary school, from 42.5% to 56.3%for middle school, and from 25.6% to 47.8% for high school ● Mathematics from 36.8% to 53.4% for elementary school, from 35.9% to 52.9% for middle school, and from 15.3% to 42.7% for high school	Developing a systematic approach for Designing and Deploying a guaranteed and viable curriculum which ensures quality and rigor of curriculum and instructional planning	NISD will schedule and recruit quality district educators to design, develop a viable guaranteed curriculum. <ul style="list-style-type: none">● Reading/Writing -current● Math -current● Science -spring/summer● Social Studies -spring/summer	Viable Curriculum of Reading, Writing, and Math Scope/Sequence and Draft Curriculum for Science and Social Studies K-12 Created System to monitor and evaluate the effectiveness and needed tweaks of curriculum maps	Mapped Curriculum used consistently and proficiently by teachers, coaches and principals. Monitored by: Curriculum Department- Jennifer Jones Recruitment and scheduling of master teachers and admins. for updates and ground level work sustaining through-out Winter 2023-July 2023. Monitored by: Curriculum Department, Darla Payne, Rachel Ball	Title1 (Title II and Title IV are rolled over to Title I Funds) ESSER General Fund SIF
	Delivery of instruction	NISD will engage teachers in professional learning that improves instructional practices of core instruction .	Student achievement will increase to no less than yearly objectives.	PLC teams (ADM and Teacher) will monitor progress against goals/objectives set by the district. Monitored by: Curriculum Department, Darla Payne, Rachel Ball	
		NISD will ensure instructional time is allocated within the master schedule which allows for rigorous content.		Audit (Monitoring and Evaluation) instructional schedule quarterly Monitored by: Curriculum Departement/DPP	
	Develop a systematic approach for the Design & Delivery of Assessment Literacy to ensure the creation of a balanced	NISD will ensure the implementation, monitoring, and evaluation of a balanced district and school level assessment system, in collaboration	Conceptual understanding built within district and	Written and easily communicated balanced assessment system including calendering, assessment timelines,	

	assessment system that informs priorities, leverages, and drives next steps	with teachers and leaders, that builds teacher capacity in assessment literacy including use of formative, authentic, and performance-based assessments and informs teacher next-step in corrective instruction and informs the curriculum	school leadership of a sound balanced assessment system providing clear vision.	data tools for disaggregation, implementation of 30-60-90 Day Plans and other Quality Tools. PLC Teams (Adm and Teacher) are using data to create instructional, curricular adjustments as indicated by student data results.	
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2: Separate Academic Indicator

By 2025, Newport Independent School District will increase their Separate Academic KSA proficiency score for all students; Writing: 75% for elementary, 75% for middle, and 75% for high school; Social Studies: 75% for elementary, 75% for middle, and 75% for high school; Science: 75% for elementary, 75% for middle, and 75% for high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2022, the Separate Academic KSA scores for all students will be: ● Writing: from 9.2% to 39.6% for elementary school, from 10.1% to 40.1% for middle school, and from 34.9% to 55.1% for high school ● Social Studies: from 23.5% to 46.7% for elementary school and from 22.5% to 46.3% for middle school ● Science: from 5.2% to 37.6% for elementary school, from 10.9% to 40.5% for middle school, and from 18.1% to 44.1% for high school	Developing a systematic approach for Designing and Deploying a guaranteed and viable curriculum which ensures quality and rigor of curriculum and instructional planning	NISD will schedule and recruit quality district educators to design, develop a viable guaranteed curriculum. <ul style="list-style-type: none">● Science -spring/summer● Social Studies -spring/summer● Writing- 2022-2023	Scope/Sequence and Draft Curriculum for Science and Social Studies K-12 Created System to monitor and evaluate the effectiveness and needed tweaks of curriculum maps	Mapped Curriculum used consistently and proficiently by teachers, coaches and principals. Monitored by: Curriculum Department- Jennifer Jones Recruitment and scheduling of master teachers and admins. for updates and ground level work sustaining through-out Winter 2023-July 2023. Monitored by: Curriculum Department, Darla Payne, Rachel Ball	Title1 (Title II and Title IV are rolled over to Title I Funds) ESSER General Fund SIF
		NISD will collaborate with school leaders to ensure a unified approach to instructional practices, strategies, and assessments to increase writing proficiency.	Student achievement will increase to no less than yearly objectives	Identified unified instructional practices, strategies and assessments will be implemented district wide	
		Social Studies resource material will be selected using the current NISD process. Teachers will be trained in selected resources and scope and sequence to ensure student learning of rigorous standards.	High quality- culturally responsive resource materials will be selected from a vetted process	Curriculum Scope and Sequence compared to Intentionality of standards will determine needs for supplementary materials.	

3: Growth

By 2025, Newport Independent School District will increase the categorical growth score for both reading and mathematics on KSA 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
By May 2022, the Reading and Mathematics KSA growth scores for all students will be: ● Reading 61.7 for elementary school and 72.1 for middle school ● Mathematics will be 57.3 for elementary school and 55.3 for middle school	Create a systematic approach to Review, Analyze, & Apply Data to examine and interpret all data in our schools in order to determine priorities for district/schools' success	NISD, will hold itself accountable to monitor and analyze identified data points consistently and frequently to determine the impact and growth on the entire organization. Leaders will consistently conduct step-backs and make adjustments for accurate diagnosis for actions for improvement.	a. identified data points of importance b. establish a cadence of impact analysis and progress monitoring c. regular and consistent timelines of step-back and adjustments	Quarterly step-backs to indicate rate of student achievement/growth Teacher/staff satisfaction survey (Shipley) Tangible or visual monitoring of data points against goals of the CDIP, CSIPS and Strategic Plan	Title1 (Title II and Title IV are rolled over to Title I Funds) ESSER General Fund SIF
		NSID in collaboration with RtI Team will develop a multi-tiered protocol that ensures qualifiers, decision rules, best practices, evidence based resources- including a cascading message from the written Communication Plan. This protocol will be monitored for effectiveness and student success.	A collaborative and vetted RTI Protocol/Plan will be central to student support. High level communication of RtI expectations, policies and written plan are followed with fidelity.	Number of students receiving Tier II and III services will be monitored for growth and increase in student achievement. Regular and consistent view of RtI data will regulate strategy selection to gage time, intensity and duration of support needed. Monitored by: Jennifer Jones	
		NSID in collaboration with school leadership will ensure there is an unified approach to corrective instruction and applying data results for short-cycle planning that will have immediate impact on student achievement.	Impact on teacher practice and growth within the core centered on: strategy selection, instructional delivery strategies, task analysis and student work analysis and intensity of content delivery	Leadership monitoring the improvement of the Core and impact of professional learning with implementation and impact monitoring the following -use of student data to change practice as indicated in PLCs and walkthrough data (must set baseline) -increase in student achievement as indicated on valid assessment results	

				(e.g., MAP, MasteryConnect, CERT) as measured against a baseline	
	Establishes a learning culture and environment that supports and holds district and school leaders accountable for creating inclusive, equitable, high performing school communities for teachers, students, and families they serve	NISD will ensure the creation of explicit high expectations of excellence outlined within the following district, school, and classroom levels profiles. Develop a process to communicate and implement high expectations and empower all levels of stakeholders with profile information and needed resources.	KSA Growth Data Evidenced and observed (District walkthroughs, surveys, district/school observation data, needs assessment) Development of profiles: -high expectations as outlined within the profile of a student and graduate -high expectations as outlined within the profile of a teacher -high expectations as outlined within the profile of a leader and administrator	Surveys Quarterly data -district/school walkthrough -observation data -Student Growth Data measured and evaluated in PLC, ILT PLC, and Admin. meetings (chunk, unit, interim, MAP assessment data)	

4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2022, Newport Independent Schools will increase the number of students scoring proficient:</p> <p><u>African American Students:</u></p> <ul style="list-style-type: none"> ● Reading: from 16.6% to 43.4% elementary, from 24% to 48% for middle school, and from 11.8% to 41% for high school ● Mathematics: from 16.6% to 43.4% elementary, from 16% to 50% for middle school, and from 5.9% to 38.1% for high school <p><u>Disability Students:</u></p> <ul style="list-style-type: none"> ● Reading: from 21.9% to 46.1% in elementary & from 13.3% to 42.7% for middle school ● Mathematics: from 17.8% to 44.2% elementary and from 20% to 45% for middle school as compared to all students scoring proficient 	<p>Creating a learning culture and environment that aligns the use of programs, time, staff, funds, etc. to make progress toward attaining district-wide and school-wide goals.</p>	<p>NISD will ensure an impact analysis process to determine effectiveness of utilization specified instructional resources to determine next steps for student learning and the progress toward district and school goals.</p>	<p>A streamline of resources will be utilized with fidelity in every school and every classroom.</p>	<p>Reduction in expenditures on programs.</p> <p>Program data will be monitored for fidelity of usage and student progress</p>	<p>Title1</p> <p>(Title II and Title IV are rolled over to Title I Funds)</p> <p>ESSER</p> <p>General Fund</p> <p>SIF</p>
		<p>NISD will collaborate with school leaders and LEL to create a data analysis tool that will sustain throughout the PLC “Study and Act” phase of the PLC to monitor and evaluate instructional practices and strategies that increase gap closure.</p>	<p>Created tools to Monitor</p> <p>Job Embedded high impact strategies used for intentional gap closures</p>	<p>PLC Teams (Adm and Teacher) will track progress and regressions of student sub-groups as impacted by instructional practices, engagement and strategy</p> <p>As leaders and teachers are coached and trained on high impact strategies, Science of Learning- they will implement tools to create next-step improvements in practice.</p>	
	<p>Cultivate a culture of growth and capacity which improves district, school, classroom and community culture to ensure all students and staff serve and learn in a safe and respectful environment.</p>	<p>In collaboration with district stakeholders, a vision for early literacy will be created that connects NISD and the Newport community and their shared responsibility in a culture that values early literacy. The inception of NISD “Early Literacy” vision will be curated.</p>	<p>Identified district team in collaboration with identified outside agencies will define mission, vision, goals, and timeline for initiative.</p>	<p>Core Team will evaluate the progress of initiative in order to tweak and sustain progress of the initiative.</p> <p>Communication of progress is regular and central to district identity of how we grow students and support the community in a “cradle to career” initiative.</p>	
		<p>NISD will ensure a collaborative effort within the Newport community and network with outside agencies to share the district’s vision of early literacy</p>	<p>Newport Early Literacy Team creates an action plan that is communicated to all stakeholder groups and is fully supported by district leadership and governing body (NISD Board of Education).</p>	<p>Superintendent has frequent and regular check-ins for progress of timelines, goals, and data of initiative that one individual has accountability and oversight.</p>	

as indicated on the KSA assessment.		opportunities for Newport families.	<p>By 2025, 3rd grade reading scores will improve by 30% (if lifted in 2022).</p> <p>By 2025, Brigance Scores will increase by 30% (if lifted in 2022)</p> <p>Funding is fully available and rerouted to Early Reading Initiative (funding that is in place for intervention, removing barriers to student learning, pre-school funding, ESSER, ESSA, etc.)</p>		
		<p>NISD in collaboration with school stakeholders work through a strategic planning process to identify structures that support high leverage actions for Gap Closure:</p> <ul style="list-style-type: none">*NISD define and employ high expectations, core values, and beliefs to partner with a High School team to create a “We are Excellent” initiative (wording and name of initiative contingent upon new branding)* Create systems that support students social/emotional learning through content (safe spaces)* Grounds the school and stakeholders in social and emotional skills to help students interact with each other in and the staff in healthy and positive ways	<p>School Leadership creates a culture of learning that is evident in:</p> <ul style="list-style-type: none">-Culture competencies established by district and school leadership - Lock-Step with “Portrait of a Graduate and Teacher”-Cultural Non-negotiables,-Learning Expectations and Clarity of Systematic Behaviors all Adults and Students are practiced (Serves as an Action Steps AND Measure of Success)		

		through identified systems and protocols and highly trained staff * Creates a Culture of Learning, Excellence, and Accountability			
	Create a systematic approach to Review, Analyze, & Apply Data to examine and interpret all data in our schools in order to determine priorities for district/schools' success	NSID will ensure the creation of a district wide data collection tool to house and monitor and apply needed gap closure data.	Use tool no less than quarterly to impact strategies in schools	Curriculum Team in Collaboration with School Coaches and Leadership: Tool will include action in the monitoring, evaluation, and adjustments to strategy to accurately identify root cause to create significant impact	
		In collaboration the district/school stakeholders will ensure through shared accountability; monitors and analyzes identified data points consistently to determine the impacts on the identified gap groups, as well as all students and creates adjustments to continually create action for improvement	Increase the percentage of African Americans and SWD students demonstrating proficiency on chunk, unit, and interim, and KSA assessments Higher attendance rate Lower behavior referrals	Cabinet Team Members will Monitor: Impact data-mid and short term assessment data African American, and SWD proficiency percentage on chunk, unit and interim assessments Attendance, behavior, perception data, student support needs, surveys	

5: Transition Readiness

Newport Independent School District will increase the percentage of students who are transition ready to 90% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2022, the percentage of students who are transition ready will increase from 56% to 66% .	Design and Deliver an Instructional process that supports students not mastering college readiness benchmarks college readiness	Students not meeting College Readiness Benchmarks on the ACT/CERT Assessments will be placed in a RTI class in which instruction will focus on math and reading skills that students are lacking. Students meeting both benchmarks receive enrichment classes.	Increased Transition Readiness Percentage	Monitored quarterly by Curriculum Department <ul style="list-style-type: none">student benchmark data on ACT/CERT assessmentsschedulesstudent placement	Title1 (Title II and Title IV are rolled over to Title I Funds) ESSER General Fund SIF
	Develop a systematic approach to Design, Align, and Deliver support processes that support student Transition Readiness success	The district and school leadership will monitor Transition Readiness programs. The School Counselor will implement with fidelity and monitor the Transition Readiness Spreadsheet to identify students meeting transition readiness, identifying students who are not, and needed next steps.	Increased Transition Readiness	Monitored quarterly by Curriculum Department Transition Readiness Spreadsheet <ul style="list-style-type: none">transition readiness data pointssupports in placestudent plans	
		Communication plan that ensures calendered monitoring and intentional conversations with students. In collaboration with the student; developed student plans for meeting transitional readiness benchmarks are addressed	School Leadership will adhere to timelines and expectations of meeting deadlines to ensure student success	Monitor calendered communication and student action plans of support <ul style="list-style-type: none">scheduled student/counselor meetingsupports in placestudent developed plans	

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		between the school counselor and students.		<ul style="list-style-type: none">• student plans are reviewed for follow through and student success level	
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6: Graduation Rate

Newport Independent School District will increase the 4-year cohort graduation rate to 100% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2022, the 4-year cohort graduation rate will increase from 94.7% 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	District leadership will ensure schools utilize the Persistence to Graduation Tool with the Early Warning Report to assist in identifying and providing services for students at risk for remediation, failure, and graduation.	97% of student in cohort 4 graduate	Cohort 4 data will be monitored, evaluated and next steps will be determined based on: <ul style="list-style-type: none">• Transcript audits -credits, grades, attendance, outside barriers• Counselor/student monitoring• Early warning sign data• MTSS data	Title I Funds (Title II and Title IV are rolled over to Title I Funds) McKinney-Vento 21st Century
		In collaboration with district and school leadership, the high school counselor will meet quarterly to review seniors’ progress toward graduation. Seniors not on track to graduate will be assigned a Mentor that will meet regularly and monitor their progress and advocate for them.	97% of student in cohort 4 graduate	Cohort 4 data will be monitored, evaluated and next steps will be determined based on: <ul style="list-style-type: none">• Transcript audits -credits, grades, attendance, outside barriers• Counselor/student monitoring• Early warning sign data• MTSS data	
	Implement systems designed to improve Learning Culture and Environment for communicating with and supporting students and their families in order to address barriers to learning	District leadership will ensure that all available resources are deployed to assist students in need (FRYSC, DPP, 21st Century, McKinney-Vento, community services, etc.) and 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 and transition readiness	Cohort 4 data will be monitored, evaluated and next steps will be determined based on: <ul style="list-style-type: none">• Transcript audits -credits, grades, attendance, outside barriers• Counselor/student monitoring• Early warning sign data• MTSS data	

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		Work to improve the usage of the ILP by reviewing and planning with Youth Science to ensure every student has access to career exploration resources .			
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