

Curriculum Department Report to the Board of Education
March Curriculum Department Highlights
March 23, 2022

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

Newport Curriculum Department 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.

Assessments

MARCH		
March 22-25	Career and Technical Education End of Program Assessment	NHS
March 28-31	District Interim Assessment	All Schools
March 28 - April 1	Gifted & Talented: 3rd Grade CogAT Assessment	NIS
APRIL		
April 11-May 1	Career and Technical Education Industry Certifications	NHS
April 19-21	ACT - District Testing (10th and 12th Grades)	NHS
April 18 -29	Spring MAP	All Schools
MAY		
May 1-28	KYOTE Reading, Writing, and/or Math (Post-Secondary Readiness)	NHS
May 10-28	Kentucky Summative Assessment	All Schools

Summer Learning - "Camp Wildcat"

District and School leaders met to discuss summer learning expectations and a timeline for implementation and planning for Camp Wildcat. School leaders and teachers will be reviewing standard mastery data to determine how to navigate instruction for summer learning. Using the selected standards, students will take a pre-test to determine instruction and needs of students in the program. Teachers will also be provided planning time on June 2 and June 3 to plan instruction based on the pre-assessment data. Plans for summer school will be submitted mid April and school leaders will be able to provide an overview or answer any questions during the April Board of Education meeting.

Federal Funding

School Improvement Funds (SIF) - KDE notified Mr. Watts that the district SIF grant was selected for a monitoring review. This review examines the practices implemented from the grant and ensures that spending aligns with the approved application. Evidence of implementation, monitoring for effectiveness, and data will be analyzed by both the district and KDE teams. These funds have been used to facilitate the strategic plan

and rebranding of the district. Funding is also allocated to provide professional learning and parent/family engagement activities.

District Consolidated Monitoring System - KDE conducts a consolidated monitoring with ten (10) selected districts annually. The following programs will be monitored during this visit:

- Title I, Part A
- Title I, Part D
- Title II, Part A
- Title III - English Learner and Immigrant Students
- Title IV, Part A
- Title V Part B - Rural Education Achievement Program
- Non-Traditional Instruction (NTI)
- Preschool
- Special Education Services
- Homeless
- Alternative Education Program
- Gifted and Talented
- Career and Technical Education

Our district is in the process of establishing systems for each program, with procedures and processes to prepare for a District Consolidated Monitoring Visit when selected by KDE. A drafted Title I, Part A System was presented to the cabinet, principals and other staff to ensure that all stakeholders understand their roles and responsibilities. The district has scheduled three (3) in-house monitoring times to review documentations, assign ratings, and provide feedback. This process will ensure that the district is in compliance with Title I, Part A regulations and there is sufficient evidence to support our implementation.

BloomBoard-Mentoring

NISDs vision is to train identified mentor candidates to be district teacher mentors in order to increase the likelihood new teachers feel supported and remain in the teaching profession as well as increase the likelihood they will remain in our district. Mentors can have a significant impact on student achievement as well as ensuring beginning teachers are more effective in their practice, including maintaining a positive classroom environment and demonstrating successful classroom management. Research consistently shows that students of beginning teachers who are supported and mentored, demonstrate higher scores and more growth on academic assessments achievement

BloomBoard Mentor Teacher Micro-Endorsement Program - Rank Change Pathway

Micro-Endorsements:

- are rooted in the research on good practice and represent breadth and depth of demonstrated skill in a given topic
- consist of multiple individual micro-credentials, representing the set of discrete skills needed for certification in a given topic
- are used by many states as official educator certifications

Bloomboard will provide candidates access to BloomBoard Platform licenses to engage in a custom designed learning pathway, specifically and solely for the purposes of enabling engagement in the Mentor Teacher Micro-Endorsement, including:

- Access to curated content (including exemplar-based learning resources and micro-credentials with portfolio-based exercises to drive demonstration of effective practice) associated with the Mentor Teacher competencies;

- Regularly scheduled virtual coaching and facilitation from an expert;
- Access to collaboration functionality through the cohort discussion groups; and
- Micro-credential submission and review processes for the Mentor Teachers micro-credentials.
- Bloomboard's Educator Success Team will support program participants and school leadership throughout the term of the partnership with specific implementation planning, online check-in meetings, and data review on an as-needed basis.

Monthly District Instructional Meetings

Instructional coaches continued developing their pedagogy and skill set within the high yield instructional strategy classroom discussion. The one item that we want to strengthen is pulling the Instructional Core into classroom observations in order to support our teachers as they continuously improve their instructional practice. Instructional Coaches paired up with other Instructional Coaches in the district to practice the skill of doing observations and calibrating together. The instructional Coaches provided feedback to each other. This job embedded professional learning is the best type of learning while enhancing their skills.

Continuous Improvement and Response to Intervention (RTI):

We have revisited our RTI process and programs for K through 6th grade. RTI evaluation teams have been built at both NPS and NIS. Each team includes teachers, interventionists, the RTI coach, instructional coach, KDE ERLs, the K-6 Director of Curriculum, and principals with their admin teams. Additional support has been provided by the Curriculum Department as well as the Director of Special Education Services. Each team has developed a process for evaluating their current RTI programs. This process includes review of student data, fidelity of implementation of programs, instructional practices for Tier I, Tier II and Tier III, and master schedules. For this school year, teams have immediately made adjustments to their programs and practices as it concerns Tier I and Tier II.

Current state and Next steps:

- Analyzing current and future instructional supports of our RTI programs and practices ensuring they meet the needs of the learner.
- NIS and NPS are reviewing programs for fidelity, adoption and implementation for 2022-23 (needs assessment, training, pricing, coaching, etc.)
- Creating a RTI flow chart and process that is fluid and reliable using ongoing information to meet students' needs.
- Development of a progress monitoring tool (to inform RTI instruction as well as support Special Education referrals (when necessary)

All activities have currently focused on Reading as this was the primary focus this year for both NIS and NPS. We are in the beginning stages of this continuous improvement process for math as there are concerns with the core as well as RTI.

Respectfully Submitted,

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