

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
November 15th, 2023

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.

Chief Academic Officer

This month our focus has been on instruction and instructional practices/strategies. Specifically using assessment data to drive instruction. The curriculum department along with the superintendent have conducted an unannounced walk through at Newport High School and plan to conduct 2 more this month at NPS and NIS. Primarily looking at engagement, rigorous standard based assignments, and high yielding instructional practices. We have also participated in PLCs at the high school level in an effort to support instructional coaches and provide guidance for teachers. The instructional coaches at the high school also participated in KDE sponsored Mike Rutherford Training. The focus of this training was the 30 second feedback.

Unannounced Walkthrough Data (Newport High School):

1. A student-friendly instructional outcome (learning target) is posted or evidenced and aligned to grade/course appropriate standard.	Selected	%
● 1. a. No learning target is posted or evidenced	3	23.1%
● 2. b. Learning target is posted but not aligned to grade/course appropriate standard	0	0%
● 3. c. Learning target is posted and aligned to grade/course appropriate standard	10	76.9%
● 4. d. Learning target is posted, but is not truly a learning target	0	0%
Total	13	100%
2. Student learning activity is aligned to the instructional outcome.	Selected	%
● 1. a. Student learning activity is aligned to the learning target	12	85.7%
● 2. b. Student learning activity is not aligned to the learning target	2	14.3%
● 3. c. No student learning activity is observed/identified	0	0%
Total	14	100%
3. Success criteria is posted or evidenced.	Selected	%
● 1. a. Success criteria is posted/evidenced, and students understand it	8	66.7%
● 2. b. Success criteria is posted/evidenced, but students don't understand it	0	0%
● 3. c. Success criteria is not posted/evidenced	4	33.3%
Total	12	100%

4. Students are asked to respond to higher ordered questions designed to promote thinking and understanding.	Selected	%
● 1. a. Students are asked to respond to the majority of low-level recall questions	5	35.7%
● 2. b. Students are asked to respond to the majority of higher ordered questions that promote learning	7	50%
● 3. c. No questions observed	2	14.3%
Total	14	100%

5. Students are actively and intellectually engaged in an activity that promotes learning.	Selected	%
● 1. a. Students are actively engaged in a low-level activity	2	14.3%
● 2. b. Students are actively engaged in an activity that promotes learning	12	85.7%
● 3. c. The majority of students are not engaged in the learning activity	0	0%
Total	14	100%

6. The teacher consistently engages ALL students (Inclusive of race, gender, and disability, etc).	Selected	%
● 1. a. The teacher engages a few (<25%) students in the activity	0	0%
● 2. b. The teacher engages most (>50%) students in the activity	6	40%
● 3. c. The teacher engages all (100%) students in the activity	9	60%
Total	15	100%

7. Teachers ensure that students engage with a grade-appropriate assignment/task that requires high level thinking.	Selected	%
● 1. a. Students engage in a task that is below grade level	0	0%
● 2. b. Students engage in a task that is grade appropriate, but doesn't require high level thinking	6	35.3%
● 3. c. Students engage in a task that is grade appropriate and requires high level thinking	11	64.7%
Total	17	100%

8. Students demonstrate knowledge and/or follow school/classroom rules and behavioral expectations.	Selected	%
● 1. a. All students follow classroom rules and expectations	7	46.7%
● 2. b. A few (<25) students had to be corrected for not following classroom expectations	8	53.3%
● 3. c. Most (>50%) students didn't follow classroom rules and expectations	0	0%
Total	15	100%

9. Interactions between teacher and learners/peer to peer, is mutually respectful.	Selected	%
● 1. a. Interactions between teacher and students and students and students are respectful	16	100%
● 2. b. Interactions between students and students are not respectful	0	0%
● 3. c. Interactions between teachers and students are not respectful	0	0%
Total	16	100%

10. Students are using technology to demonstrate learning.	Selected	%
● 1. a. Students are using technology as a resource	5	29.4%
● 2. b. Students are using technology to demonstrate learning	8	47.1%
● 3. c. Students are not using technology during this lesson	4	23.5%
Total	17	100%

11. Students receive specific and timely feedback to improve understanding and/or revise work.	Selected	%
● 1. a. Students receive specific and timely feedback to improve understanding	13	86.7%
● 2. b. Students don't receive any feedback during the lesson	2	13.3%
● 3. c. Students receive feedback, but it isn't specific and doesn't help with understanding	0	0%
Total	15	100%

12. Classroom visuals, materials, and resources reflect cultural diversity.	Selected	%
● 1. a. Classroom visuals, materials, and/or resources don't reflect the diversity in the classroom	6	35.3%
● 2. b. Classroom visuals, materials, and/or resources reflect the diversity in the classroom	11	64.7%
Total	17	100%

13. The teacher responds to specific learning needs through differentiation evidenced by content, process, product, or learning style.	Selected	%
● 1. a. Differentiation is evidenced in the classroom activities	7	46.7%
● 2. b. Differentiation is not evidenced in the classroom activities	8	53.3%
Total	15	100%

14. A high yield instructional strategy is evidenced during instruction.	Selected	%
● 1. a. A high yield instructional strategy is observed/evidenced in the lesson	10	71.4%
● 2. b. A high yield instructional strategy is not observed/evidenced in the lesson	4	28.6%
Total	14	100%

15. There is evidence of the district approved programs (Wonders, enVisions, Scholastic, Pearson Math, myPerspectives, STEMscopes, Project Lead the Way) being used during instruction.	Selected	%
● 1. Yes	11	91.7%
● 2. No	1	8.3%
Total	12	100%

The 30 second feedback (a part of the 7 tools by Mike Rutherford):

Tool 1: 30 Second Feedback Quick Description... A short burst of positive reinforcement that links a specific teaching practice to a specific learning outcome.

Purpose/Rationale: 30 second feedback seeks to deliver a short, but meaningful, bit of positive reinforcement based on a walk-through or short observation. This tool's effectiveness is based on the observer's ability to be specific in describing the short episode of teaching and the subsequent learning effect. 30 second feedback is often delivered in an informal fashion– in the hallway, on the way to the cafeteria, etc.

Intended Effect: 30 second feedback serves as a quick affirmation of a specific aspect of a teacher's practice. It is a professional compliment. It focuses attention on the "nuts and bolts" of teaching. It portrays the provider as a keen observer of the teaching-learning process.

When to and when not to: Use 30 second feedback for positive messages only, not for critique or correction. This tool is best used with brief observations, not lengthy ones.

Notes: 30 Second Feedback is also very effective when provided in written form. Avoid complimenting the teacher personally (“you’re such a good teacher...”) or offering personal affirmation (“I really like it when you...”). Instead affirm the teaching decision and it’s positive effect on learning (“When you did this... the effect was this...”).

The 30 second feed training is one of many that will be provided to the instructional coaches. The intention is to continuously provide learning opportunities for our instructional coaches and thereby improve their ability to give effective instructional feedback/coaching to our teachers. Teacher efficacy has the highest effects on student achievement.

Summarized Kentucky Summative Assessment:

Newport Independent School District Accountability At-A-Glance

Recently, the Kentucky Department of Education released the accountability scores for every K-12 school in the state. The 2022-2023 school report card contains a dashboard which shows a change status to calculate student growth from the 2021-2022 school year to the current year 2022-2023. An overall performance score/rating graphic is shown and is calculated by combining the “status” and “change” ratings. Status looks at student performance from the 2022-2023 school year ONLY. Change rating looks at the improvement/growth from the previous year (2021-2022). The information below is as reported on the school report card.

The accountability system changed from a “star” system to a “color-coded” system for the 2021-2022 school year. Color code range from red being the lowest, followed by orange, yellow, green, and finally blue being the highest.

Newport Primary School Overall: Orange State Average: Yellow 2022 overall: 40.9 2023 overall: 47

Accountability Indicators	2021 -2022 Score	2022 – 2023 Score	Newport Color	State Color
Reading and Math	37.5	37.5	Orange	Green
Science, Social Studies, and Writing	43.2	52	Yellow	Green
Quality of School Climate and Safety	74.2	69.2	Orange	Green
Progress on English Proficiency	31.3	85.9	Blue	Blue

Newport Intermediate School Overall: Orange State Average: Yellow 2022 overall:40.9 2023 overall: 47

Accountability Indicators	2021 -2022 Score	2022 – 2023 Score	Newport Color	State Color
Reading and Math	37.5	37.5	Orange	Green
Science, Social Studies, and Writing	43.2	52	Yellow	Green
Quality of School Climate and Safety	74.2	69.2	Orange	Green
Progress on English Proficiency	31.3	85.9	Blue	Blue

Newport High School Overall (MS): Red
overall: 33.7

State Average: Yellow

2022 overall: 32.5

2023

Accountability Indicators	2021 Score	-2022	2022 – 2023 Score	Newport Color	State Color
Reading and Math	34.5		34.5	Red	Green
Science, Social Studies, and Writing	27.8		30.6	Orange	Green
Quality of School Climate and Safety	63.1		60.3	Orange	Yellow

Newport High School Overall (HS): Orange

State Average: Yellow

2022 overall: 53.1

2023 overall: 51.2

Accountability Indicators	2021 Score	-2022	2022 – 2023 Score	Newport Color	State Color
Reading and Math	41.1		40.5	Orange	Yellow
Science, Social Studies, and Writing	34.9		37.7	Yellow	Green
Quality of School Climate and Safety	58.7		55.7	Yellow	Green
Post Secondary Readiness	84.9		75.9	Orange	Green
Graduation Rate	93.6		90.8	Yellow	Green

We are pleased to see the progress of our student in the core academics and the growth our schools are demonstrating. We will continue to focus on Reading and Math through our core curriculum and interventions. We appreciate and thank our teachers, staff, students and community for their effort to live out the mission of Newport Independent Schools.

Director: District Wide Services:

Session II BELT Team

Oct. 25, 2023

Validating Student Identities in Curriculum (complete)

In this curriculum focused session, *participants are introduced to the idea of a culturally responsive curriculum.*

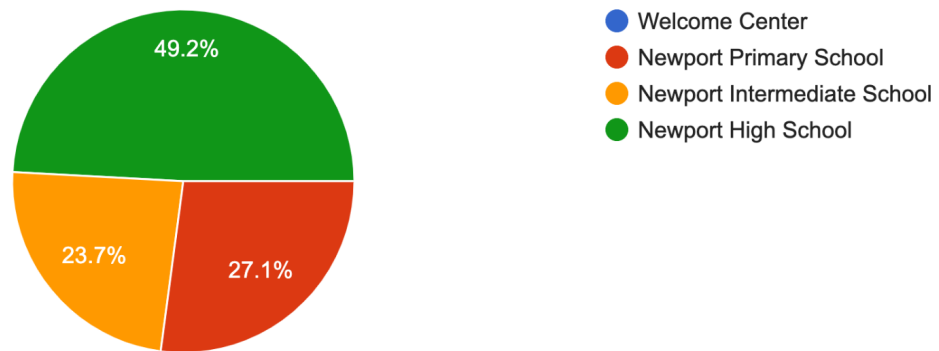
The easy -to-follow framework (inspect, reflect, correct, and connect) shared helped guide teachers on how to introduce social justice topics , identity vocabulary, and discussions with students from Kindergarten through middle school. Resources shared can be used across all content areas including reading, math, science, and social studies.

This session offered suggestions for how to tweak the curriculum teachers are already teaching students to ensure that they are validating students' identities, building their cultural proficiency and teaching them more whole and accurate history.

Data 59 responses

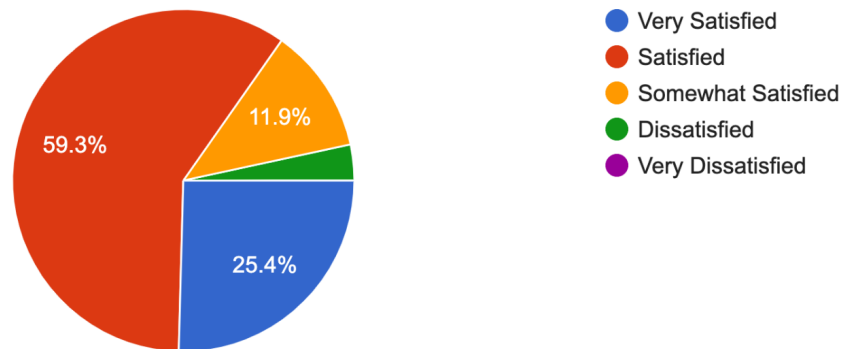
Job Assignment Location

59 responses



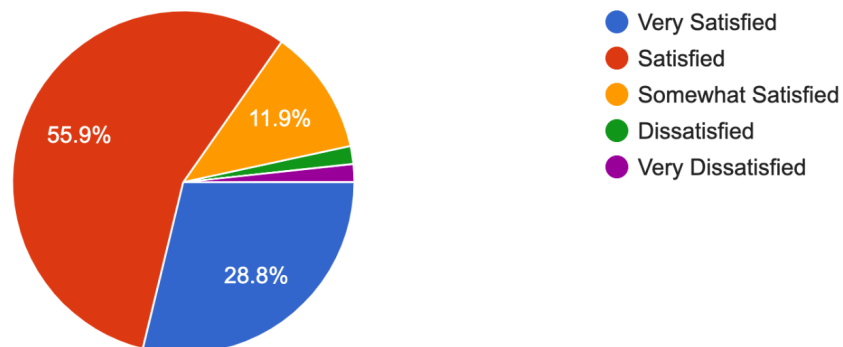
Please indicate your overall satisfaction with today's presentation from the BELT team.

59 responses



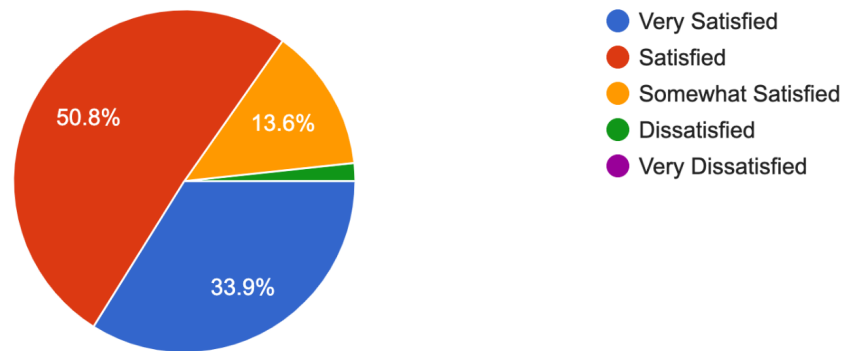
How would you rate the relevance of the activities and content presented?

59 responses



How would you rate the quality of the content presentation?

59 responses



Session III BELT Team

Work session preparation in progress:

Presentation: Engaging Communal Learners With CTRL

In this highly engaging session, *participants are introduced to culturally responsive instructional practices* which can engage communal learners whose behaviors are often misinterpreted as deviant in school settings.

Date: Jan. 2, 2024

Recruitment/Retention

WKU Job Fair Fall 2023 Nov 3, 2023@ GRREC

Green River Regional Educational Cooperative, GRREC

GRREC, a premier professional service organization committed to promoting equitable access and opportunities for all learners, empower shareholders to build sustainable educational systems that innovate, inspire and influence.

40 districts participated from around the state of Kentucky

50 Candidates (Candidates participated in technology & administrative panel sessions after district visits)

Student Teacher Profile, contact list and resumes shared with registered districts

District profile slides shared with new teacher prospects

NKCESS Supporting New Teachers Cohort

Professional Learning: Conference

Austin, TX

Book: Supporting Beginning Teachers

Presenter: Dr. Tin H. Boogren

During professional learning, I learned the importance of supporting and retaining the best and brightest new teachers. The second edition offers the latest research along with new insights, strategies, and best practices.

As a K–12 mentor, coach, or school leader, from the professional learning and book as a cohort we were able to gain insight on evidence-based actions to successfully guide educators during their initial years in the profession.

As practitioners we will be able to use the book as a reference tool to better support overwhelmed teachers during their first critical years:

Below are a plethora of supports we will implement and achieve with our Newbies in our districts and across Northern Kentucky region:

- Understand why good teachers quit, the causes of high turnover rates, and how to deal with burnout.
- Learn how to create a comprehensive mentoring program, designed to offer career guidance and build new teachers' expertise by targeting their unique needs.
- Review numerous strategies pertaining to four types of support: (1) physical, (2) institutional, (3) emotional, and (4) instructional.
- Discover how to foster positive mentor-mentee relationships for beginning teacher support and professional growth.
- Find reproducible tools, templates, and reflection questions to enhance your understanding.

Powerpoint, podcast & resources from the conference (see link)

<https://padlet.com/padlets/90lc4qavxwi62aap>

Darla R Payne
Chief Academic Officer

Katina Brown
Director of District Wide Services