

**Curriculum Department Report to the Board of Education**  
**Curriculum Department Highlights**  
**Jan 19, 2024**

**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.

**BENCHMARK ASSESSMENT:**

Grades K-8th grade have completed their second IREADY diagnostic assessment. The assessment window was December 5th through December 9th.

**Purpose of the IReady Winter Diagnostic:**

**Assessment of Student Proficiency:**

- The primary purpose is to assess students' proficiency in key academic areas, such as reading and mathematics.
- It helps educators and administrators gauge the level of understanding and mastery of essential skills.

**Identifying Learning Gaps:**

- The diagnostic test is designed to identify specific areas where students may have learning gaps or deficiencies.
- This information is crucial for teachers to tailor their instruction to address individual student needs.

**Personalized Learning Plans:**

- Based on the assessment results, IReady and educators generate personalized learning plans for each student.
- These plans include targeted lessons and activities to address areas where students need additional support.

**Data-Informed Instruction:**

- The diagnostic results provide valuable data for teachers and school administrators to make informed decisions about instructional strategies.
- Educators use the data to adapt teaching methods and resources to better meet the diverse needs of their students.

#### **Monitoring Student Progress:**

- The Winter Diagnostic, along with other assessments throughout the academic year, allows for ongoing monitoring of student progress.
- It enables educators to track improvements, measure growth, and make timely interventions when necessary.

#### **Curriculum Planning:**

- The results of the diagnostic assessment informs curriculum planning at the classroom and school levels.
- Educators use the data to refine curriculum choices and instructional materials to better align with student needs.

#### **Accountability and Reporting:**

- The assessment results contribute to accountability measures at both the student and school levels.
- Schools use the data to demonstrate student growth and make informed decisions related to curriculum and instruction.

The results of the winter IREADY diagnostic were presented at the board workshop meeting earlier this month. The link to the powerpoint is below.

[https://docs.google.com/presentation/d/1WrPk49RydvNwPdvLF1u4B6n\\_j3I0uUGT/edit?usp=sharing&ouid=117378063241405294686&rtpof=true&sd=true](https://docs.google.com/presentation/d/1WrPk49RydvNwPdvLF1u4B6n_j3I0uUGT/edit?usp=sharing&ouid=117378063241405294686&rtpof=true&sd=true)

#### **Portrait of a Graduate Training: NKCES and University of Kentucky**

"Portrait of a Learner" document outlines the skills, characteristics, and outcomes that the education system aims to develop in students. It may include information on the desired attributes of learners, educational goals, and the overall vision for student success within the

state's educational framework. Newport Independent has completed and published its Portrait of a Graduate along with the strategic plan. This training is to support districts in designing an assessment system for the named competencies within the Portrait of a Graduate.

Below is the link to the powerpoint that was shared as a part of the training. I have included it for your reference. The curriculum department attended the first of four training sessions on January 18th. The next training session is scheduled for February 2nd. Some of the district instructional coaches will be attending to help in the completion of the work during that session.

<https://docs.google.com/presentation/d/1ObbWL-9xpNvt8h9Y6nhbHtEnuBLt5mZL/edit?usp=sharing&oid=117378063241405294686&rtfpof=true&sd=true>

In addition to the development of an assessment system for or Portrait of a Graduate we are also planning the professional development necessary for roll out with teachers and administrators during the training sessions. The training of teachers and administrators will occur during the summer Wildcat Academy.

### **Karyn Parsons Visit to Newport Independent Schools:**

**Karyn Parsons Bio** is best known as the character “Hilary Banks” on the long-running television show “The Fresh Prince of Bel Air. “Today, she is the founder of Sweet Blackberry, an award winning series of children’s animated films and books sharing stories of unsung black heroes in history. The films feature narration from such notable talents as Alfre Woodard, Queen Latifah, Chris Rock and Laurence Fishburne. They have been screened on HBO and Netflix and are enjoyed by schools and libraries across the country. Karyn has also authored the Sweet Blackberry picture books Flying Free: How Bessie Coleman’s Dreams Took Flight and Saving The Day, which tells the story of how Garrett Morgan invented the traffic signal. Karyn’s debut novel, How High the Moon and her latest novel, Clouds Over California.

Karyn’s Flyer:

[https://drive.google.com/file/d/1YM0KRwe0qaw8UvoFecad8hNUFd\\_-3Th2X/view?usp=sharing](https://drive.google.com/file/d/1YM0KRwe0qaw8UvoFecad8hNUFd_-3Th2X/view?usp=sharing)

**Vision:** We envision a day when every student in Newport Independent Schools engages and thrives in educational excellence as we Integrate Systems of Support and Activate Partnerships.

**Goal:** Maximize the capacity of staff, teachers, and leaders to provide high quality learning opportunities by cultivating a culture of continuous improvement, collaboration, professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

**Purpose:** Every student is ensured equal access to challenging and personally meaningful curriculum and participates in a learning environment that is culturally responsive.

**Why:** At NISD we believe it is our collective responsibility to develop courage, effort and skills so students are able to achieve at their highest potential.

**Expectation:** The development of a growth mindset through a culture of growth and capacity by creating an environment of shared responsibility among school, student, family and community members.

**FOX19**

**Media Release Link:**

<https://drive.google.com/file/d/1YM0KRwe0qaw8UvoFecad8hNUFd-3Th2X/view?usp=sharing>

**Dr. Childs visit and professional learning to the BELT Team:**

**Dr. Childs Bio-** Dr. David Childs is a Professor of Social Studies, History, Education and Director of the Black Studies Program at Northern Kentucky University (NKU). He earned two Masters' degrees and a Ph.D. from Miami University of Ohio. He received a Doctorate of Divinity from Temple Bible College and Seminary in Cincinnati. Dr. Childs is also president of Cultural Diversity Consultants, LLC, an educational consultant organization that focuses on diversity, Black studies, educational leadership and social studies curriculum. Dr. Childs is an international scholar, having

worked in Mexico, Canada, France, England and Liberia Africa. He has expertise in history, Black studies, social studies education, theology and diversity. He has published over 200 academic articles and book chapters. He is also a novelist and had published a historical fiction novel on slavery and freedom for young adults. Dr. Childs is currently working on a documentary film for Kentucky Educational Television (KET) and PBS featuring his research on the underground railroad in Kentucky and Ohio. The film is set to come out in August of 2024. The work is a collaboration with George Clooney and his father Nick Clooney. The thing he loves most is spending time with his wife (Alundra) and children.

### **Culturally Responsive Leadership & Education**

<https://drive.google.com/file/d/15wsqgj6nPqGo047VuzrLQI78e3v6XI7u/view?usp=sharing>

### **Building Equity Leadership Team, BELT**

**BELT Team receives professional learning and supports each other in designing and leading effective SWEET Teams.**

### **Session Snap shots:**

#### **Session I: Retraining Our Brain Understanding Culture**

- ~~Date: September 20, 2023~~

What is implicit Bias?

How does implicit bias affect the decisions we make in our schools/classrooms?

What steps can we take to reduce bias?

How does culture impact learning?

What are the different cultural archetypes?

What Characteristics do these archetypes have?

What is the culture of our schools?

What happens when the culture of students and the culture of our schools do not align?

#### **Session II: Validating Student Identity In Curriculum**

- ~~Date: October 25, 2023~~

What is culturally responsive teaching?

How does what we teach impact students from different cultures?

How do we include the backgrounds of students in the curriculum we teach?

How do we build lessons which validate student identity?

How do we incorporate social justice topics into the curriculum and lessons we are already teaching?

What are some models we can use to design lessons?

How do we handle tough discussion/questions or comments from students, parents and staff?

Designing lessons.

### **Session: III: Engaging communal learners with Culturally Responsive**

- ~~Date: Jan 2, 2024~~

#### **Teaching & Learning, CRTL**

Which cultural archetypes are advantaged and disadvantaged by school/district policies and procedures?

How do we engage communal learners in our schools?

What tweaks can we make to our classroom/practices/lessons to convert cultural capital into academic capital?

How do we raise the achievement of communal learners in our classroom?

Time to model and practice tweaks which increase the engagement of communal learners.

#### **Final Session: 2023-2024**

#### **Session: IV: Addressing Cultural Behaviors in our Classrooms**

- ~~Date: Mar 14, 2024~~

Description: In this session, *participants are introduced to how culture can influence the way that teachers view behaviors in the classroom*. Participants will be given an overview of cultural archetypes (collectivist versus individualistic cultures) and explore the ways in which students are advantaged and disadvantaged for their cultural archetype. *Participants will dissect different behavioral scenarios teasing out the differences between cultural behaviors and problem behaviors*. A culturally responsive strategy for how to address cultural behaviors in the classroom differently from problem behaviors will be shared and practiced.

#### **Action Research/Anchor Text:**

Culturally Responsive Teaching and the Brain; Dr. Zaretta Hammond (2015)

Cultivating Genius; Dr. Ghoodly Muhammad (2020)

Culturally and Linguistically Responsive Teaching & Learning; Dr. Sharrocky Hollie (2015)

**Respectfully submitted,**

**Darla R Payne**  
Chief Academic Officer

**Katina Brown**  
Director of District Wide Services