

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
Feb 27, 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.

Newport's 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 along with instructional coaches from NIS and NHS have attended the three of four training sessions, the third training was on February 22, 2024. The next training session is scheduled for April 22, 2024. During this session selected core teachers and building instructional coaches will develop the required evidence that will be a part of the portrait of a graduate assessment system. This core group of teachers will also be the pilot teachers for the first year of implementation (2024-25).

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

Please find linked below the work and powerpoint point from 3 sessions completed so far with coaching from the University of Kentucky.

Session Day 1: Integrating the Portrait of a Graduate in the Classroom

Newport Defense of Learning Design Workspace:

https://docs.google.com/document/d/1ddEpzOK3_oEG8L8-xktTPRhoQ3WOOVe1TUXVUBMutfc/edit?usp=sharing

Professional development three year implementation plan:

<https://docs.google.com/document/d/1a1oW9Jh4RzChsUxs3JcOdY40yYQNUx5EIXwPfuHpiY/edit?usp=sharing>

Session Day 2 and 3: Integrating the Portrait of a Graduate in the Classroom

Powerpoint:

https://docs.google.com/presentation/d/1YRTgEb1hqP3_9I89mGrvj4hQafAMtaCZoNrPEdijTAU/edit?usp=sharing

Portrait of a Graduate Competencies Defined:

<https://docs.google.com/document/d/1CeJuQcQafpV2QelcHfVhVjYsUk2u6tCyYtOVphwxYwQ/edit?usp=sharing>

NOTES FROM DAY 3: Planning professional development and completion of defense of learning evidence. The notes below are from our day 3 coaching with the University of Kentucky and allow for us to continue planning for professional development with the building leaders, staff, and board. We will still need to develop a communication plan for employees, board members, and community.

Notes: Professional Development for Portrait of a Learner - Day 3 work session

Our 4th day could be the designing of the work for our team.

Have teachers at every level on our core teacher team - these teachers will use the district days to work on expectations of the competencies(evidence of mastery). And leaders will participate Overview in the wildcat academy will be a 55 minute session for all staff. (During Wildcat Academy)

Follow up once a month in every PLC - the coaches will lead this. (This follow up will be further professional development for teachers to help show alignment of Portrait of a Graduate assessment and current lesson plans/student learning)

Coaches will meet monthly to prep for this PLC meeting

The first year, allow the teacher to do an exhibit.

4th day- Development of Performance Assessment System

Overview of Strategic Plan - Darla Payne

Overview of the work of Portrait of the Learner - University of Kentucky

Deeper Dive into the the competencies

Order book- to help teachers

Training uses resources like KDE Developing Outcomes for Competencies, with examples from other resources

Whole day training

Make sure we meet with selected and coaches before day 4

Find subs - let building leaders know so they can plan for subs

Have separate session - for information with the building leaders

April 22, 2024 8:00 am - 2:30pm

Send Susan the dates for Wildcat Academy after board approval.

Susan Dugle can give us training materials for the continuing the work in PLCs

This training will be for coaches to help them present.

Begin to use the language of the competencies to award staff and students.

Do a board workshop and help them set board goals around the competencies

IMPACT SURVEY - Survey Overview

The 2023-24 Impact Kentucky Working Conditions Survey was administered to certified educators across the state of Kentucky.

- ❖ All public schools in Kentucky were eligible and invited to participate
- ❖ The survey window was 6.5 weeks in length (November 1 - December 15)
- ❖ All Schools identified a survey coordinator from among their faculty. This representative was responsible for the distribution of anonymous survey access codes to colleagues.
- ❖ Schools with at least 10 responses and a 50% response rate have a report available to them

The Impact Survey results were presented to the board on February 14th at the board workshop meeting. For all three schools the highest favorable scores from staff were in the areas of instructional coaching and feedback, professional development, and educating all students. It is important to note that while we celebrate the double digit gains K-6, we should note that the high school is where they were 2 years ago when we began their turnaround process. I fully anticipate

that for the next Impact survey you will see the same gains at the high school level. While this survey is given every 2 years each building will conduct their own mini Impact Survey yearly.

BELT Team

Work Session-

Session IV: Addressing Culture Behaviors

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. Ghoudly Muhammad (2020) Culturally and Linguistically Responsive Teaching & Learning; Dr. Sharrocky Hollie (2015)

New Teacher Induction

Professional Development

BloomBoard is a talent development provider that helps school districts with educator pipeline, advancement, and retention solutions. We offer turnkey programs to move educators forward at all points of their professional journey—from becoming a Teacher's Aide to becoming a School Leader.

Preschool Quality Partnership

The Curriculum in collaboration with the Director of Special Education, Newport Primary School, and our preschool partners are writing to apply for the Preschool Quality Partnership Grant. The vision for the grant, if awarded, will be to provide additional opportunities for preschool age students to participate in preschool programming, summer work with students, professional learning for staff, and classroom materials. Please find below the detailed information for the grant application.

NKCES Grant Brief
1-25-24

Distribution: Preschool planners and partners

Title: Preschool Quality Partnership

Due: March 22

Link:

<https://www.education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx>

Amount: \$300,000 over 18 months ending Dec. 30, 2025

Question deadline: February 6

Number of awards: 15

Announced: ~April 24

Description: The purpose of these funds is to increase the number of preschool children served in full-day, year-round, high-quality early childhood environments.

The project requires school districts to partner with childcare programs to provide full-day, year-round, high-quality programs to serve 3- and 4-year-old preschool children.

KDE expects school districts will accomplish this goal in partnership with a licensed childcare provider or providers. Head Start may serve as the childcare partner if the district does not duplicate services defined by existing full utilization agreements and does not supplant federal Head Start funding.

Partnerships will be expected to increase the availability of full-day, year-round, high-quality preschool services in their communities. Activities completed for the grant will include, but not be limited to, the following:

- number of additional hours/days scheduled,
- number of additional at-risk preschool students served,
- improvements in quality as defined by Kentucky All STARS and training participation rates,
- meaningful impacts on child development and student achievement
- amount of services targeting early mathematics and early literacy skill development.

Funds may be used to:

- Supplement childcare teacher salaries;
- Provide or supplement salaries to extend program hours or open new classrooms;
- Travel and participate in regional, state, or national early childhood training or meetings for the purpose of improving early childhood quality;

- Purchase supplies related to trainings and/or meetings (e.g., paper, writing utensils);
- Conduct marketing and recruitment activities.

A list of unallowable expenses is on page 8.

Eligibility: Applicant is one or more Kentucky school districts providing state-funded preschool services. Must have a co-applicant, one or more childcare partners responsible for working collaboratively with the applicant to implement or enhance full-day, high-quality early childhood services. Head Start may serve as a co-applicant but **partnerships must avoid duplication of full utilization agreements and must not supplant federal Head Start funding.**

Respectfully submitted,

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Chief Academic Officer

Katina Brown
Director of District Wide Services