

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
September 25, 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.

Chief Academic Officer & Director District Wide-Services

I. Continuation of the District Literacy Plan

As part of our ongoing commitment to improving literacy outcomes across all grade levels, I am pleased to provide an update on the continuation of the district's Literacy Plan. This plan is designed to enhance Tier I instruction through evidence-based practices and ongoing professional development for teachers. Our focus remains on implementing and refining literacy strategies aligned with three key frameworks: the University of Florida Literacy Institute (UFLI), Language Essentials for Teachers of Reading and Spelling (LETRS), and Dr. Dickey's Educational Epiphany for Improving Tier I Instruction.

Key Components of the Literacy Plan:

1. Professional Development (PD) for Teachers:

- **UFLI Training:** Teachers are receiving continued training in the UFLI framework, which emphasizes the science of reading, explicit phonics instruction, and intervention strategies for struggling readers.
- **LETRS Training:** Teachers are deepening their understanding of the language structure necessary for reading and spelling. LETRS equips educators with tools to improve foundational literacy instruction in areas like phonemic awareness, phonics, fluency, and comprehension.
- **Educational Epiphany by Dr. Dickey:** Focused on improving Tier I instruction, this professional development helps educators implement high-yield strategies that address the diverse needs of students, ensuring that high-quality instruction is accessible to all.

2. Classroom Implementation:

- Teachers are incorporating strategies from UFLI, LETRS, and Educational Epiphany into daily literacy instruction.
- Classroom observations and feedback indicate that these practices contribute to increased student engagement and improved literacy outcomes.
- Coaches and administrators support teachers with ongoing feedback, modeling, and resources to ensure consistent and effective implementation.

3. **Data-Driven Adjustments:**

- Ongoing assessment data is being collected to monitor student progress in literacy. This data informs instructional adjustments and targeted support for students who need additional intervention.
- The district is committed to regular evaluation of the impact of these frameworks on student achievement, with adjustments being made based on data analysis.

Next Steps:

- Continued PD opportunities for teachers at various stages of implementation, including advanced training for those who have completed the initial phases of UFLI and LETRS.
- Expansion of coaching support to ensure fidelity of implementation across all schools.
- A focus on ensuring that instructional practices are differentiated to meet the needs of all learners, including English language learners and students with learning disabilities.

Our literacy plan is grounded in research-based practices and is designed to create sustainable, long-term improvements in reading and writing proficiency. With the continued support of the Board, we can ensure that our students receive the high-quality literacy instruction they deserve.

II. Introduction: Setting the Stage for i-Ready Data Analysis

As we begin analyzing our i-Ready Fall data, it's important to recognize that these assessments serve as a critical tool for understanding our students' academic starting points. The data collected not only gives us insights into their current proficiency in **Reading** and **Math**, but also informs us of potential learning gaps, growth areas, and opportunities for targeted intervention.

Over the past three years, we've used this data to guide our instructional strategies, track progress, and adjust support to ensure that every student has the opportunity to succeed. By reviewing this data, we can identify trends and patterns that help shape our educational approach moving forward.

The link below is the grade level Fall to Fall comparison IREADY data:

[Newport ISD BOY 24-25 Yr Over Yr.pdf](#)

Respectfully Submitted,

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Director of District Wide Services

Darla Payne

Chief Academic Officer