

# Chief Academic Officer: including other responsibilities & justifications

## CHIEF ACADEMIC OFFICER

**REPORTS TO:** SUPERINTENDENT

**SUPERVISES/EVALUATES:** DIRECTOR OF DISTRICT-WIDE SERVICES ONLY

The Chief Academic Officer (CAO) plays a pivotal role in shaping and advancing the academic vision of the school district. As the senior leader responsible for curriculum, instruction, and student achievement, the CAO ensures that all educational initiatives align with the district's strategic goals and state standards. This role bridges the gap between district leadership, school administrators, and educators, ensuring a cohesive, research-based approach to instruction that meets the diverse needs of all students.

In today's educational landscape, where schools face increasing demands for accountability, equity, and student success, the need for a dedicated academic leader is more critical than ever.

Addressing these challenges requires a dedicated and strategic leader focused on curriculum development, instructional improvement, and student achievement—a Chief Academic Officer (CAO). The CAO provides the necessary expertise to drive **systemic** academic transformation, ensuring every student receives high-quality instruction that aligns with state standards and best practices.

The CAO provides expertise in instructional leadership, professional development, and data-driven decision-making to drive continuous improvement in teaching and learning. By fostering a culture of collaboration, innovation, and excellence, the CAO ensures that every student has access to high-quality instruction that prepares them for success in college, careers, and beyond.

This document outlines the key responsibilities of the Chief Academic Officer and presents justification for the role's necessity in supporting student achievement, instructional effectiveness, and district-wide academic progress.

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## II. Responsibilities of the Chief Academic Officer

A. Instructional Leadership: The CAO plays a crucial role in developing and overseeing the curriculum, ensuring alignment with Kentucky state standards and proven research based best practices. Given Newport's history of underperformance, enhancing Tier I instruction is essential to closing achievement gaps. The CAO leads the district in implementing research-based instructional strategies across all grade levels, ensuring that teachers are equipped with the tools necessary to deliver high-impact learning experiences. Additionally, the CAO oversees Professional Learning Communities (PLC+ framework) to foster collaboration and data-driven instructional decisions among educators.

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1. Develop and oversee curriculum, ensuring alignment with state standards and best practices.
2. Lead Tier I instruction improvements to close achievement gaps.
3. Integrate research-based instructional strategies across all grade levels.
4. Ensure effective professional development for teachers and instructional coaches.
5. Oversee the implementation of Professional Learning Communities (PLC+ framework).

**B. Data-Driven Decision Making:** One of the greatest needs in Newport Independent Schools is the effective use of data to inform instruction. The CAO confirms that assessment and achievement data are used to drive instructional improvements. By building data literacy among principals and teachers, the CAO empowers educators to make informed decisions that directly support student success. Through consistent monitoring of student progress and intervening with targeted instructional strategies, the CAO confirms that struggling students receive the support they need while advancing the district's overall continuous improvement efforts.

1. Utilize assessment and achievement data to drive instructional improvements.
2. Confirms data literacy among principals and teachers to support student achievement.
3. Monitor student progress and intervene with targeted instructional strategies.
4. Support schools in developing action plans for continuous improvement.

**C. Leadership & Capacity Building:** Sustainable academic growth in Newport requires strong leadership at every level. The CAO is responsible for developing and mentoring principals, instructional coaches, and teacher leaders, confirming that school leadership is well-equipped to drive instructional excellence. Additionally, the CAO fosters a collaborative leadership culture through distributed leadership models, encouraging innovation and shared responsibility in improving student outcomes. By applying the psychology of change, the CAO guides schools in adopting new strategies that foster long-term success while also prioritizing the needs of all learners.

1. Develop and mentor principals, instructional coaches, and teacher leaders.
2. Foster collaborative leadership through distributed leadership models.
3. Guide schools in psychology of change and innovation adoption.
4. Provide leadership on improving classroom environment to meet students needs.

**D. Policy & Compliance:** Newport Independent Schools must align with federal, state, and local education policies to maintain compliance and ensure academic success. The CAO oversees the instructional policies, so that all students, including those with diverse learning needs, receive equitable access to high-quality education. The CAO supports accreditation and compliance efforts, ensuring that the district meets Kentucky accountability measures while preparing students for postsecondary success.

1. Ensure compliance with federal, state, and local education policies.
2. Develop and oversee instructional policies.
3. Align instructional programs with district and state accountability measures.

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4. Support accreditation and compliance processes.

E. Community & Stakeholder Engagement: The success of Newport's schools is deeply connected to the engagement and support of parents, the school board, and the broader community. The CAO plays a pivotal role in communicating academic goals and performance to stakeholders, ensuring transparency and fostering trust. By leading family engagement initiatives and collaborating with higher education and workforce partners, the CAO creates partnerships for student success that extend beyond K-12 education. Strengthening these connections helps align academic programming with career readiness, ultimately preparing students for future success.

1. Communicate academic goals and performance with community and stakeholders.
2. Collaborate with school boards, superintendents, and community partners.
3. Support family engagement initiatives to support student learning.
4. Work with higher education and workforce partners to align beyond K-12 opportunities.

### F. Resource Management & Budget Oversight

1. Manage Curriculum Department's budgets, ensuring funds are used effectively
2. Identify state and federal grant opportunities to support instruction.
3. Work with vendors and publishers to ensure cost-effective procurement of instructional materials.
4. Monitor funding distribution across schools to ensure equitable access to high-quality materials and programs.

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## III. Justification for a Chief Academic Officer

A. Strategic Leadership for Academic Excellence: Newport Independent Schools require a cohesive academic vision that unifies curriculum, instruction, and assessment under one strategic leader. The CAO provides expert guidance in implementing instructional best practices and designing professional development that ensures teachers and leaders continuously improve. The CAO's leadership is essential in closing achievement gaps and creating **system-wide** improvements that benefit all students.

- The CAO ensures a cohesive academic vision that aligns curriculum, instruction, and assessment.
- Provides expert leadership in instructional best practices and professional development.
- Drives **systemic** improvements to close achievement gaps and improve outcomes.

B. Addressing Achievement Gaps: Academic disparities in Newport Independent Schools require high-level instructional leadership to address achievement gaps. A CAO confirms that evidence-based instructional practices are implemented to support all students, including those at

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risk of falling behind. The CAO will lead accelerated learning initiatives and targeted intervention strategies that provide students with the support needed to succeed.

- Schools require high-level instructional leadership to address equity and achievement disparities.
- The CAO ensures the district prioritizes evidence-based instruction to support all learners.
- Leads initiatives in accelerated learning and intervention strategies for struggling students.

C. Data-Driven Instructional Improvement: A data-driven approach to education is critical for student success. The CAO ensures that assessment data is used effectively to guide decision-making at all levels. By training school leaders and teachers in data analysis and instructional planning, the CAO helps establish a culture of continuous improvement, where decisions are based on student performance metrics and measurable outcomes.

- A CAO leads evidence-based decisions using assessment and student achievement data.
- Ensures school leaders and teachers receive ongoing training in data analysis.
- Supports a culture of continuous improvement based on measurable student outcomes.

D. Professional Development & Capacity Building: Educators in Newport need ongoing support and training to improve their instructional effectiveness. The CAO ensures that high-quality professional development opportunities are available to teachers, instructional coaches, and principals. By providing mentorship and coaching, the CAO fosters long-term instructional sustainability, building a strong leadership pipeline that can sustain academic success in the district.

- Instructional coaches, teachers, and principals need a central leader for professional learning.
- The CAO ensures high-quality PD that improves instruction and leadership skills.
- Provides mentorship and coaching for long-term instructional sustainability.

E. Alignment with District Goals & Accountability: Newport Independent Schools must meet state and federal accountability measures while aligning their academic programs with the district's strategic plan. The CAO serves as the academic architect, ensuring that all instructional initiatives support the superintendent's and board's vision for academic transformation. With the CAO's leadership, Newport will be better positioned to meet state accountability standards and achieve sustained improvements in student performance.

- The CAO ensures that academic programs align with the district's strategic plan.
  - Supports superintendent and board initiatives by leading academic transformation.
  - Ensures the district meets state and federal accountability measures.
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## Conclusion

A Chief Academic Officer is essential to the success of Newport Independent Schools. The role provides strategic leadership, data-driven decision-making, instructional expertise, and professional development that are critical to closing achievement gaps and improving student outcomes. With Newport's history of low academic performance, the CAO's leadership will drive much-needed instructional excellence and innovation, ensuring that all students receive the high-quality education they deserve. By establishing a culture of collaboration, accountability, and continuous improvement, the CAO will support student achievement, teacher effectiveness, and the overall success of the district.

Investing in a Chief Academic Officer is an investment in Newport's future ensuring that every student has the opportunity to succeed academically and beyond.

## **CHIEF ACADEMIC OFFICER VS. DIRECTOR OF CURRICULUM**

The Chief Academic Officer is also the Director of Curriculum. In the past these were two separate positions within the Curriculum Department. (there was an Assistant Superintendent and 2 Directors of Curriculum 4 years ago) Although the focus of the Chief Academic Officer and the Director of Curriculum are similar there is a clear difference in the level of engagement with the buildings. Below please note the differences in the roles:

While both the Director of Curriculum and the Chief Academic Officer (CAO) focus on academic achievement and instructional improvement, their scope of responsibilities differs in terms of leadership level, strategic vision, and decision-making authority.

- Chief Academic Officer (CAO) – The CAO is the top academic leader in the district, responsible for overseeing all academic programs, professional development, instructional leadership, and student achievement. The CAO ensures alignment with district, state, and federal policies and drives system-wide academic transformation. This role includes data-driven decision-making, leadership development, compliance oversight, and stakeholder engagement.
- Director of Curriculum – The Director of Curriculum works under the CAO or superintendent and is primarily responsible for curriculum development, instructional materials, and professional learning programs. This role focuses on aligning curriculum with state standards, supporting teachers with instructional strategies, and ensuring that assessments and materials support student learning goals. The Director of Curriculum is more operational and works closely with principals, instructional coaches, and teachers to implement curriculum-related initiatives.

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Responsibility Area	Chief Academic Officer (CAO)	Director of Curriculum
Instructional Leadership	Oversees district-wide instructional vision, ensuring high-quality teaching and learning.	Supports teachers in implementing best instructional practices within the curriculum framework.
Curriculum Development & Alignment	Provides oversight but delegates curriculum development to Director of Curriculum.	Develops, reviews, and refines district curriculum to align with Kentucky Academic Standards.
Professional Development	Leads overall strategy for teacher and leadership development across all schools.	Provides direct training and coaching to teachers on curriculum implementation and instruction.
Data-Driven Decision Making	Uses district-wide data to guide instructional improvements and student achievement strategies.	Analyzes assessment data to refine curriculum and instructional strategies at the school level.
Compliance & Policy Oversight	Ensures compliance with federal, state, and district policies; oversees policy implementation.	Ensures instructional materials and assessments meet Kentucky state standards.
Stakeholder Engagement	Communicates with school boards, community leaders, and parents to align district goals.	Works with principals and teachers to implement curriculum-focused initiatives.
Leadership & Capacity Building	Develops principals, instructional coaches, and district leadership to drive academic success.	Supports teacher leaders and instructional coaches in curriculum and instruction improvements.
Budget & Resource Management	Oversees district-wide funding for instructional programs and strategic initiatives.	Manages budgets for curriculum materials, textbooks, and instructional resources.

## DIRECTOR OF CURRICULUM

The Director of Curriculum plays a critical role in ensuring the success of Newport Independent Schools by developing, implementing, and refining the district’s curriculum to align with state standards, best instructional practices, and the needs of all learners. This position is essential in fostering instructional consistency, equity, and academic growth across all grade levels. With Newport Schools facing significant challenges in student achievement, a Director of Curriculum is necessary to provide leadership in instructional design, teacher development, and curriculum alignment, ensuring that students receive high-quality instruction that prepares them for future success.

By focusing on curriculum development, professional learning, assessment-driven instruction, policy compliance, and community engagement, the Director of Curriculum ensures that students and teachers are supported with the resources, strategies, and guidance needed to improve educational outcomes. The following outlines the key responsibilities of this role and the impact it will have on student achievement in Newport Schools.

## II. Responsibilities of the Director of Curriculum

A. Curriculum Development & Alignment: A strong curriculum serves as the foundation for student learning, and it is the responsibility of the Director of Curriculum to develop, refine, and align instructional materials with Kentucky state standards. This ensures that students in Newport Schools receive a coherent and rigorous academic experience that builds knowledge and skills progressively from one grade level to the next.

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By ensuring that the curriculum is standards-based, research-driven, and aligned with the latest educational best practices, this position closes gaps in learning, provides equitable opportunities for all students, and ensures instructional consistency across all schools in the district.

Additionally, integrating curriculum materials that supports student engagement, diverse learning needs, and overall academic success.

1. Design, develop, and revise curriculum to align with state standards and district goals.
2. Ensure instructional materials support research-based teaching practices.
3. Oversee curriculum mapping to ensure continuity and coherence across grade levels.
4. Work with teachers and instructional coaches to integrate high-impact instructional strategies.

**B. Instructional Support & Teacher Development:** Teachers are the most influential factor in student achievement, and their ability to deliver high-quality, engaging instruction directly impacts student outcomes. The Director of Curriculum plays a vital role in supporting teachers by providing professional development, instructional resources, and coaching to strengthen their ability to deliver effective lessons, differentiate instruction, and engage students in deeper learning experiences.

By leading ongoing professional learning communities (PLCs), workshops, and coaching cycles, the Director of Curriculum ensures that teachers stay up to date with best instructional practices, curriculum updates, and innovative teaching strategies. This directly improves classroom instruction, boosts teacher confidence, and enhances student learning experiences, ultimately contributing to higher academic achievement across the district.

1. Plan and implement professional development for teachers related to curriculum and instruction.
2. Support teachers with lesson planning, instructional delivery, and assessment design.
3. Oversee the implementation of best practices in differentiated instruction.
4. Collaborate with principals and instructional coaches to improve classroom instruction.

**C. Assessment & Data Utilization:** Effective instruction is driven by data, and the Director of Curriculum is responsible for ensuring that assessment results are used strategically to guide curriculum improvements, instructional decisions, and targeted interventions. By working closely with school leaders and teachers, this role ensures that formative and summative assessments provide meaningful insights into student learning progress.

The Director of Curriculum analyzes student performance data, identifies trends, and recommends instructional adjustments to ensure that teachers and administrators are making informed, evidence-based decisions. This focus on data-driven instruction supports early identification of learning gaps, improved differentiation, and the implementation of effective intervention strategies to ensure that all students receive the support they need to succeed.

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1. Work with assessment teams to design and analyze formative and summative assessments.
2. Use data to identify areas of need in curriculum and instruction.
3. Provide training on data-driven instructional practices for teachers and administrators.
4. Support schools in developing curriculum-based action plans to address student learning gaps.

D. Policy Compliance & Program Evaluation: Education is governed by a complex framework of state and federal regulations, and it is essential that Newport Schools remain in compliance with all curriculum-related mandates and accountability measures. The Director of Curriculum ensures that instructional programs, textbooks, and assessments meet the requirements set by the Kentucky Department of Education, aligning with state assessments, graduation requirements, and other educational policies.

Beyond compliance, this role involves monitoring and evaluating the effectiveness of instructional programs to ensure that students are making progress toward academic proficiency and college/career readiness goals. By reviewing curriculum effectiveness, identifying areas for improvement, and implementing research-based best practices, the Director of Curriculum contributes to the district's ability to meet accountability expectations while continuously improving instructional quality.

1. Ensure curriculum materials comply with state and federal regulations.
2. Oversee textbook adoption and instructional resource selection.
3. Monitor and evaluate curriculum effectiveness through data analysis and classroom observations.
4. Implement instructional programs that align with state accountability measures.

E. Collaboration & Stakeholder Engagement: Education is a collaborative effort that requires the active participation of teachers, administrators, parents, and community stakeholders. The Director of Curriculum plays a pivotal role in communicating academic goals and engaging stakeholders in the process of improving curriculum and instruction.

By partnering with principals, instructional coaches, and teachers, the Director of Curriculum ensures that all educators in Newport Schools work toward a unified vision of academic excellence. Additionally, by involving parents, higher education institutions, and workforce partners, the Director of Curriculum strengthens academic pathways that lead to student success beyond high school. Through transparent communication, collaborative planning, and shared decision-making, this role ensures that all stakeholders understand and support the district's instructional goals.

1. Work with principals, teachers, and instructional coaches to support instructional goals.
2. Communicate curriculum initiatives and changes to parents and community stakeholders.
3. Partner with higher education institutions and educational organizations for curriculum innovation.

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4. Lead committees on curriculum review and instructional improvement.
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### III. Justification for a Director of Curriculum

A. Ensuring Curriculum Consistency & Quality: A coherent and aligned curriculum is essential for academic success. Without strong leadership in curriculum development, schools risk gaps in instruction, inconsistencies in student learning experiences, and a lack of alignment with state standards. The Director of Curriculum confirms that all students in Newport receive a high-quality education materials and instruction that prepares them for future success.

- The Director of Curriculum ensures that all instructional materials align with state standards and that students receive a coherent and rigorous academic experience.
- Helps prevent curriculum gaps that could negatively impact student learning and achievement.

B. Supporting Teacher Effectiveness & Professional Growth: Teachers need ongoing support and professional development to adapt to evolving educational demands. The Director of Curriculum monitors that teachers are continuously improving their instructional practices, leading to higher student engagement, better lesson delivery, and stronger academic outcomes.

- Teachers need ongoing support and professional development to improve instruction and student outcomes.
- The Director of Curriculum trains and supports teachers in using best practices and data-driven strategies.

C. Addressing Student Achievement & Closing Learning Gaps: Newport Schools have struggled with academic performance and achievement gaps, requiring targeted intervention and data-driven strategies. The Director of Curriculum analyzes student performance data, identifies gaps, and implements curriculum improvements to ensure all students receive the support they need to excel.

- By analyzing curriculum effectiveness and assessment data, the Director ensures that students receive the necessary interventions to succeed.
- Helps implement research-based strategies to improve academic performance across all grade levels.

D. Compliance with State & Federal Regulations: The Kentucky Department of Education has strict curriculum and assessment requirements, and failing to comply can impact funding and accreditation. The Director of Curriculum ensures that Newport Schools meet all state and federal requirements, keeping the district in good standing.

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- Curriculum decisions must align with Kentucky Department of Education guidelines and federal education laws.
- The Director of Curriculum ensures that instructional materials and assessments meet legal and accreditation requirements.

E. Strengthening School & Community Collaboration: Educational success depends on strong collaboration among principals, teachers, parents, and the community. By ensuring that curriculum development is a shared effort involving key stakeholders, the Director of Curriculum enhances communication, builds trust, and fosters a culture of continuous improvement.

- Engages teachers, administrators, parents, and community partners in discussions about curriculum improvements.
  - Ensures that instructional programs align with higher education and workforce readiness standards.
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### **Conclusion**

The Director of Curriculum is essential for the success of Newport Independent Schools, ensuring that students receive a well-structured, high-quality education that is aligned with standards, driven by data, and designed for equity. This role provides instructional leadership, professional development, and curriculum oversight that supports teacher effectiveness and student achievement.

By investing in a Director of Curriculum, Newport Schools will be equipped to strengthen instructional quality, support teacher growth, improve student performance, and align academic programs with state and federal requirements. This position is not just an asset it is a necessity for ensuring long-term academic success and district-wide improvement.

### **DISTRICT ASSESSMENT COORDINATOR AS AN ADDITIONAL ROLE OF THE CHIEF ACADEMIC OFFICER**

The District Assessment Coordinator is a role that is required by Kentucky Department of Education. Its function is responsible to the Kentucky Department of Education's Assessment and Accountability Department. This also was a separate position previously in Newport Independent Schools but is now the responsibility of the Chief Academic Officer.

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## **DISTRICT ASSESSMENT COORDINATOR (DAC)**

Assessments are a critical component of education, serving as key indicators of student achievement, instructional effectiveness, and district accountability. In Kentucky, school districts are required to administer a variety of state and local assessments to measure student progress, ensure compliance with state regulations, and inform instructional decision-making. To effectively manage this complex process, school districts must have a dedicated leader who oversees the administration, analysis, and use of assessment data—the District Assessment Coordinator (DAC).

The DAC plays an essential role in ensuring that all assessments are administered accurately, securely, and in alignment with Kentucky Department of Education (KDE) guidelines. Additionally, this position is responsible for analyzing student performance data, supporting educators in data-driven instruction, and ensuring compliance with federal and state testing policies. Without a DAC, school districts risk data inaccuracies, noncompliance with state regulations, and missed opportunities to use assessment results to drive student success.

For Newport Independent Schools, where student achievement and school accountability are a primary focus, a District Assessment Coordinator is necessary to support teachers, principals, and administrators in using assessment data effectively to close achievement gaps, implement targeted interventions, and improve overall student outcomes. This document outlines the key responsibilities of the DAC and the critical role this position plays in enhancing instructional effectiveness, ensuring compliance, and fostering a data-driven culture that supports academic success.

## **II. Responsibilities of the District Assessment Coordinator**

### **A. State & Local Assessment Management**

1. Oversee the administration of all Kentucky Department of Education (KDE) state-mandated assessments, including:
  - Kentucky Summative Assessment (KSA)
  - ACT, End-of-Course (EOC) Exams
  - ACCESS for ELLs (for English Language Learners)
  - Alternate Kentucky Summative Assessment (AKSA)
2. Coordinate district-level benchmark and formative assessments to track student progress.
3. Establish district-wide testing schedules and ensure all schools adhere to timelines.
4. Ensure appropriate test security and ethical assessment practices are followed.

### **B. Data Collection, Analysis & Reporting**

1. Collect and analyze student performance data from state and district assessments.
2. Interpret and disseminate assessment results to teachers, principals, and district leaders to drive instructional improvements.

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3. Create and distribute data reports that highlight trends, strengths, and areas for improvement.
4. Train school staff on how to use assessment data for instructional planning and intervention strategies.
5. Ensure that assessment data is accurately submitted to KDE for state and federal accountability reporting.

### **C. Compliance with State & Federal Testing Regulations**

1. Ensure district-wide compliance with Kentucky's assessment policies and federal mandates.
2. Serve as the primary liaison between the district and the Kentucky Department of Education (KDE) regarding assessment matters.
3. Monitor test administration procedures to ensure equitable testing conditions for all students, including accommodations for special education and English learners.
4. Provide training on state testing protocols, accommodations, and security procedures for Building Assessment Coordinators (BACs).
5. Maintain up-to-date knowledge of KDE's assessment regulations and accountability requirements.

### **D. Professional Development & Staff Training**

1. Provide training for teachers, principals, and school testing coordinators on test administration and data interpretation.
2. Lead professional learning on how to use assessment data to inform instruction and improve student achievement.
3. Develop resources and guides for educators on best practices for formative and summative assessments.
4. Collaborate with instructional leaders to align assessment practices with curriculum and instructional goals.

### **E. Supporting Intervention & Student Growth**

1. Use assessment data to identify students in need of academic interventions.
2. Work with school administrators and teachers to implement data-driven intervention strategies.
3. Support the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) processes.
4. Ensure that student assessment results are used to drive personalized learning strategies and support equity in education.

### **F. Communication & Stakeholder Engagement**

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1. Serve as the district representative for assessment-related questions from teachers, principals, parents, and the community.
  2. Communicate assessment policies, procedures, and results effectively to district leadership and school board members.
  3. Work with district and school leaders to develop assessment policies that align with the district's academic goals and improvement plans.
  4. Provide clear and accessible communication to parents and families about student assessment results and their impact.
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### III. Justification for a District Assessment Coordinator

#### A. Ensuring Accuracy & Compliance with State Regulations

- The KDE requires strict compliance with state testing guidelines, and failure to adhere can result in penalties, loss of funding, or inaccurate accountability scores.
- A DAC ensures that all assessments are administered correctly, maintaining the district's credibility and adherence to state and federal requirements.

#### B. Improving Instruction Through Data-Driven Decision-Making

- Teachers and principals rely on assessment data to identify student needs and adjust instruction accordingly.
- A DAC ensures that assessment results are accurately analyzed, interpreted, and used to support student achievement.

#### C. Supporting Equity & Student Achievement

- Proper assessment administration ensures that all students, including those with disabilities and English learners, receive appropriate accommodations.
- By identifying learning gaps through assessment data, the DAC helps close achievement gaps and support student growth.

#### D. Strengthening Teacher & Administrator Capacity

- The DAC provides ongoing training and support for educators to use assessments effectively.
- Ensures that teachers have the tools to make data-informed decisions that enhance student learning.

#### E. Enhancing Stakeholder Confidence & Transparency

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- Clear communication about assessments builds trust with parents, educators, and community members.
- Ensuring transparency in how assessment data is used helps drive district improvement efforts and meet school board goals.

### **Conclusion**

A District Assessment Coordinator (DAC) is essential for ensuring that Newport Independent Schools maintain accurate, secure, and effective assessment practices that drive student success. Assessments are not just about measuring achievement, they are a powerful tool for identifying learning gaps, improving instructional strategies, and ensuring that all students have the support they need to succeed. Without a DAC, the district risks inconsistent testing practices, compliance issues, and missed opportunities to leverage data for meaningful academic improvements.

By overseeing state and local assessments, analyzing student performance data, training educators on data-driven instruction, and ensuring compliance with Kentucky Department of Education regulations, the DAC plays a critical role in strengthening teaching and learning. This position provides teachers, principals, and district leaders with the insights needed to make informed decisions that enhance student learning and improve school performance.

For Newport Independent Schools, where academic accountability and student achievement remain top priorities, investing in a dedicated District Assessment Coordinator is not just beneficial it is necessary. With a DAC in place, the district can ensure compliance, use data strategically to close achievement gaps, and build a culture of continuous improvement that leads to higher student success, stronger instructional practices, and overall district-wide progress.

### **SITE BASED DECISION MAKING (SBDM) COORDINATOR AS AN ADDITIONAL ROLE OF THE CHIEF ACADEMIC OFFICER**

The Site Based Decision Making (SBDM) Coordinator is a role that is required by Kentucky Department of Education. Its function is responsible to the Kentucky Department of Education's Division of School and Program Improvement.

### **SITE BASED DECISION MAKING (SBDM) COORDINATOR**

In Kentucky, Site-Based Decision Making (SBDM) Councils play a crucial role in governing schools and shaping policies that directly impact student learning. Established under KRS 160.345, SBDM councils are responsible for making key decisions related to curriculum, staffing, school improvement planning, and budgeting at the local school level. However, for these councils to operate effectively, legally, and in alignment with state and district goals, they

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require dedicated training, oversight, and support—a role fulfilled by the Site-Based Decision Making (SBDM) Coordinator.

The SBDM Coordinator serves as a liaison between the district, KDE, and school councils, ensuring that councils have the knowledge, tools, and guidance necessary to make informed decisions that benefit students and staff. By providing training, legal compliance support, policy development assistance, and stakeholder engagement strategies, the SBDM Coordinator ensures that councils operate efficiently and ethically, leading to improved school governance, student outcomes, and overall district success.

For Newport Independent Schools, where strategic decision-making is critical to school improvement, the presence of an SBDM Coordinator is essential. Without a dedicated leader to guide and support councils, schools may face legal compliance issues, ineffective decision-making, and missed opportunities to leverage stakeholder input for meaningful change. The following sections outline the key responsibilities of the SBDM Coordinator and the justifications for this essential role in the district.

## **II. Responsibilities of the SBDM Coordinator**

### **A. Training & Support for SBDM Councils**

1. Provide state-mandated training for new and returning SBDM council members on their roles and responsibilities.
2. Ensure principals, teachers, and parent representatives understand decision-making procedures, legal requirements, and best practices.
3. Facilitate ongoing professional development for council members to improve leadership and decision-making skills.
4. Develop and distribute resources, handbooks, and policy guides to support effective council operations.

### **B. Compliance with State Laws & Regulations**

1. Ensure that all SBDM councils operate in compliance with KRS 160.345 and Kentucky Department of Education (KDE) regulations.
2. Guide councils in developing school policies aligned with state standards and district goals.
3. Monitor compliance with open meetings laws, budget transparency, and decision-making protocols.
4. Assist councils in documenting and reporting decisions to the district and KDE as required.

### **C. Policy Development & School-Based Governance**

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1. Support councils in creating and revising policies related to curriculum, school improvement planning, staffing, and budget allocations.
2. Provide guidance on developing effective school-based policies that align with district and state requirements.
3. Ensure policies are inclusive, equitable, and data-driven to support student success.
4. Collaborate with district leaders and principals to align SBDM policies with the district's strategic plan.

### **D. Facilitation of SBDM Meetings & Decision-Making Processes**

1. Ensure that councils follow proper meeting protocols, including agenda setting, minutes recording, and stakeholder engagement.
2. Provide guidance on effective communication and collaboration among council members.
3. Mediate and resolve conflicts or disputes within the decision-making process.
4. Assist in structuring meetings that allow meaningful discussions and well-informed decisions.

### **E. Oversight of School Improvement Planning**

1. Ensure that SBDM councils develop and implement Comprehensive School Improvement Plans (CSIPs) based on student performance data.
2. Guide councils in using assessment results, teacher feedback, and parent/community input to drive improvement strategies.
3. Monitor progress on school improvement goals and ensure accountability for implementation.
4. Assist schools in securing resources and funding to support improvement initiatives.

### **F. Stakeholder Engagement & Communication**

1. Foster strong partnerships between SBDM councils, parents, educators, and community stakeholders.
2. Ensure transparency in decision-making by facilitating clear communication and public access to council meetings and records.
3. Provide training on how to engage diverse voices in school governance, ensuring that all stakeholders feel heard.
4. Act as a liaison between the district, school councils, and KDE to align local decision-making with broader educational goals.

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## **III. Justification for an SBDM Coordinator**

### **A. Ensuring Compliance with State Laws & Accountability**

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- Kentucky law requires SBDM councils to function within specific legal guidelines. A dedicated coordinator ensures councils remain in compliance with all state statutes, open meetings laws, and accountability requirements.
- Without oversight, schools risk policy violations, ineffective governance, and potential legal issues.

### **B. Strengthening School-Based Leadership & Decision-Making**

- SBDM councils play a critical role in shaping school policy, curriculum, and budget decisions. A coordinator ensures that council members are well-trained and equipped to make informed choices that positively impact students.
- Provides ongoing support and expertise to help schools navigate complex decision-making processes.

### **C. Improving School Performance & Student Outcomes**

- When councils use data-driven approaches to decision-making, schools improve academic performance, equity, and student success.
- The coordinator ensures that councils develop and implement strong school improvement plans that address student needs.

### **D. Increasing Transparency & Community Engagement**

- The coordinator ensures that SBDM councils engage families, staff, and the community in decision-making, leading to greater trust and investment in school success.
- Encourages inclusive representation so that policies reflect the needs of all stakeholders.

### **E. Aligning School-Based Decisions with District & State Goals**

- Without a coordinator, there is a risk that school-based decisions may not align with broader district initiatives or state mandates.
- A dedicated coordinator ensures that councils make decisions that support long-term district-wide academic and operational goals.

## **Conclusion**

A Site-Based Decision Making (SBDM) Coordinator is an indispensable asset to Newport Independent Schools, ensuring that school councils function effectively, follow legal mandates, and contribute to student success. With the complexities of school governance, state compliance, and data-driven decision-making, SBDM councils need ongoing support and training to operate efficiently. Without proper guidance, councils risk making uninformed or misaligned decisions that could negatively impact curriculum, staffing, and school improvement efforts.

## **Chief Academic Officer: including other responsibilities & justifications**

By providing leadership training, policy oversight, and strategic support, the SBDM Coordinator empowers councils to make high-impact decisions that improve student learning environments. This role also strengthens stakeholder engagement by fostering collaboration between educators, families, and community members, ensuring that school-based decisions are inclusive and transparent.

For Newport Independent Schools to meet state accountability standards, improve governance, and align school-based decisions with broader district and state goals, investing in an SBDM Coordinator is not just beneficial, it is necessary. With this dedicated leadership, the district can build stronger school councils, improve student achievement, and create a sustainable framework for effective site-based decision-making.

### **PRESCHOOL SUPPORT AS AN ADDITIONAL ROLE OF THE CHIEF ACADEMIC OFFICER**

The role and responsibilities of the Preschool Support were added to the Chief Academic Officers responsibilities when the state achievement scores dropped to 19 overall. Although someone else in the district is paid for responsibility of Preschool Coordinator, the Chief Academic Officer has accepted the challenge and has since more than tripled the overall score in recent years.

### **PRESCHOOL SUPPORT**

Early childhood education lays the foundation for a child's long-term academic success, social development, and readiness for elementary school. Research consistently shows that high-quality preschool programs lead to better literacy skills, improved social-emotional development, and increased achievement in later grades. In Kentucky, the Preschool Support plays a critical role in ensuring that school districts provide developmentally appropriate, inclusive, and high-quality early learning experiences for all eligible students.

The Preschool Support is responsible for program oversight, compliance with state and federal regulations, curriculum implementation, teacher training, and family engagement. This position confirms that preschool classrooms meet Kentucky's Early Childhood Standards, provide equitable access to students from diverse backgrounds, and integrate intervention strategies for those who need additional support. Without a dedicated leader to oversee the preschool program, districts risk gaps in early learning, missed opportunities for intervention, and noncompliance with state and federal guidelines.

For Newport Independent Schools, where early childhood education is essential to closing achievement gaps, a Preschool Support is necessary to support teachers, students, and families in providing high-quality preschool experiences. This document outlines the key responsibilities of the Preschool Support and the justification for this role in ensuring long-term academic success for Newport's youngest learners.

# **Chief Academic Officer: including other responsibilities & justifications**

## II. Responsibilities of the Preschool Coordinator

### A. Program Oversight & Compliance

1. Ensure the district's preschool program meets Kentucky Department of Education (KDE) and federal early childhood education standards.
2. Oversee program implementation, including curriculum selection, instructional strategies, and student assessments.
3. Ensure compliance with Kentucky Preschool Program Regulations (704 KAR 3:410), Head Start guidelines, and federal IDEA regulations for early childhood special education.
4. Monitor program accreditation and licensing requirements to maintain state and federal funding.

### B. Curriculum & Instructional Support

1. Implement and oversee a developmentally appropriate curriculum aligned with Kentucky's Early Childhood Standards.
2. Provide guidance and support for preschool teachers in instructional best practices and early learning strategies.
3. Ensure that classrooms are inclusive, culturally responsive, and designed to support all learners.
4. Support teachers in integrating play-based learning, literacy development, and social-emotional learning into daily instruction.

### C. Professional Development & Staff Training

1. Develop and lead professional learning opportunities for preschool teachers, aides, and support staff.
2. Train educators in best practices for early childhood education, including differentiated instruction and intervention strategies.
3. Ensure that all staff members are certified and trained according to KDE requirements.
4. Provide coaching and mentorship to enhance teacher effectiveness and classroom instruction.

### D. Enrollment & Student Services

1. Oversee the preschool enrollment process, ensuring that all eligible students, including those from low-income families and students with disabilities, have access.
2. Ensure preschool screenings and assessments are conducted per KDE guidelines to identify students who need additional services or interventions.
3. Work closely with families to educate them about preschool opportunities, eligibility, and enrollment procedures.

## **Chief Academic Officer: including other responsibilities & justifications**

4. Monitor student attendance and engagement, working with families and staff to address barriers to participation.

### **E. Special Education & Intervention Services**

1. Coordinate with special education staff and interventionists to ensure that preschool students with disabilities receive appropriate services under IDEA (Individuals with Disabilities Education Act).
2. Oversee the implementation of Individualized Education Programs (IEPs) and Early Intervention Plans (IFSPs) for eligible students.
3. Ensure teachers are trained to differentiate instruction and provide necessary accommodations.
4. Collaborate with speech therapists, occupational therapists, and behavioral specialists to support students with diverse learning needs.

### **F. Family & Community Engagement**

1. Foster strong relationships between schools, families, and the community to support early learning.
2. Develop and implement family engagement programs that encourage parents to participate in their child's education.
3. Organize workshops and resources for parents on early literacy, school readiness, and developmental milestones.
4. Partner with local agencies, childcare providers, and Head Start programs to ensure a coordinated approach to early childhood education.

### **G. Budget & Resource Management**

1. Manage preschool program budgets, ensuring efficient use of state and federal funding (e.g., Preschool Partnership Grants, IDEA funding, Title I resources).
2. Oversee the allocation of classroom materials, resources, and technology to support high-quality instruction.
3. Seek additional funding opportunities through grants and community partnerships.
4. Ensure that all fiscal and programmatic reporting requirements are met for state and federal preschool programs.

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## **III. Justification for a Preschool Coordinator**

### **A. Ensuring Compliance with State & Federal Requirements**

- Kentucky's preschool programs must adhere to strict state and federal regulations, including those outlined in 704 KAR 3:410 and IDEA.

## **Chief Academic Officer: including other responsibilities & justifications**

- A dedicated Preschool Coordinator ensures that all regulatory requirements are met, preventing funding loss and compliance violations.

### **B. Supporting Kindergarten Readiness & Academic Success**

- Research shows that high-quality early childhood education leads to better academic outcomes in elementary and beyond.
- A Preschool Coordinator ensures developmentally appropriate instruction, early intervention strategies, and structured school readiness programs to prepare students for long-term success.

### **C. Improving Teacher Effectiveness & Instructional Quality**

- Early childhood educators need ongoing professional development to effectively implement best instructional practices, behavior management strategies, and differentiated learning approaches.
- The Preschool Coordinator provides mentorship, training, and instructional coaching to support teachers in delivering high-quality preschool experiences.

### **D. Expanding Access & Equity in Early Childhood Education**

- Many preschool-aged children in Kentucky face barriers to access, especially in low-income families and underserved communities.
- The Preschool Coordinator ensures that all eligible students, including those with disabilities and English Language Learners, have equitable access to early education.

### **E. Strengthening Family & Community Engagement**

- Early learning success depends on strong family-school partnerships.
- The Preschool Coordinator develops parent education programs, home-school connections, and community partnerships to ensure that families are actively engaged in their child's education.

### **Conclusion**

A Preschool Coordinator is an essential position for ensuring that Newport Independent Schools provide high-quality, equitable, and developmentally appropriate early childhood education. The preschool years are a critical time for cognitive, social, and emotional development, and the success of these programs directly impacts kindergarten readiness and future academic achievement. Without a dedicated leader to oversee program quality, curriculum alignment, and regulatory compliance, preschool programs may fail to provide students with the foundational skills they need to thrive.

## **Chief Academic Officer: including other responsibilities & justifications**

By overseeing curriculum development, professional learning for teachers, special education services, and family engagement initiatives, the Preschool Coordinator ensures that preschool students receive the instructional support and early interventions necessary for long-term success. This position also plays a crucial role in expanding access to preschool programs, ensuring compliance with Kentucky's Early Childhood Standards, and strengthening partnerships with families and the community.

For Newport Independent Schools to meet its academic goals and improve student outcomes from the earliest years, investing in a Preschool Coordinator is not just beneficial—it is necessary. With this dedicated leadership, the district can ensure that all preschool students receive the education, support, and resources needed to start their academic journey on the path to success.

### **HIGH QUALITY INSTRUCTIONAL RESOURCES (HQIR) COORDINATOR AS AN ADDITIONAL ROLE OF THE CHIEF ACADEMIC OFFICER**

High Quality Instructional Resources (HQIR) Coordinator is a role that is required by Kentucky Department of Education. Its function is responsible to the Kentucky Department of Education's Division of Academic Program Standards and the Office of Teaching and Learning.

### **HIGH QUALITY INSTRUCTIONAL RESOURCES (HQIR) COORDINATOR**

Access to High-Quality Instructional Resources (HQIR) is a critical factor in student achievement, teacher effectiveness, and equitable education. In Kentucky, the selection and implementation of HQIR must align with Kentucky Academic Standards (KAS) and meet evidence-based criteria to ensure that all students receive rigorous, research-backed instruction. Without carefully selected instructional materials, professional development, and strategic implementation, schools risk inconsistencies in curriculum, missed learning opportunities, and ineffective teaching practices.

The HQIR Coordinator plays a pivotal role in ensuring that Newport Independent Schools utilize the highest-quality instructional resources available. This position provides leadership in the selection, implementation, and monitoring of instructional materials, ensuring that teachers have the tools they need to deliver engaging, standards-aligned lessons. Additionally, the HQIR Coordinator supports professional development, data-driven decision-making, and compliance with state and federal education mandates.

For Newport Independent Schools, where closing achievement gaps and ensuring equity in education are priorities, a dedicated HQIR Coordinator is essential. This role ensures that instructional resources are not only high-quality but also accessible to all students, effectively used by educators, and continuously evaluated for impact. The following sections outline the key responsibilities of the HQIR Coordinator and the justification for this critical role.

# **Chief Academic Officer: including other responsibilities & justifications**

## II. Responsibilities of the HQIR Coordinator

### A. Selection & Implementation of HQIR

1. Guide the district in adopting high-quality instructional resources (HQIR) that align with Kentucky Academic Standards (KAS).
2. Oversee the review, selection, and procurement process to ensure materials are evidence-based and support diverse student needs.
3. Work with curriculum teams, principals, and teachers to integrate HQIR into daily instruction.
4. Ensure that HQIR aligns with district improvement plans, professional learning, and assessment strategies.

### B. Professional Development & Teacher Support

1. Train teachers, instructional coaches, and administrators on how to effectively use HQIR in the classroom.
2. Provide ongoing professional learning opportunities to support high-quality lesson planning and instructional delivery.
3. Offer coaching and modeling of best practices to improve HQIR implementation.
4. Ensure that teachers have access to digital and print resources, lesson scaffolds, and assessment tools.

### C. Data-Driven Decision-Making & Instructional Improvement

1. Analyze student performance data to assess the impact of HQIR on learning outcomes.
2. Work with school leaders to align HQIR with assessment data and instructional strategies.
3. Use research and evaluation tools to continuously improve instructional materials.
4. Ensure that HQIR supports differentiation, intervention, and enrichment opportunities.

### D. Compliance with State & Federal Guidelines

1. Ensure district compliance with Kentucky Department of Education (KDE) HQIR guidelines and funding requirements.
2. Support schools in implementing HQIR in alignment with ESSA (Every Student Succeeds Act) evidence-based requirements.
3. Monitor state and federal funding allocations to ensure appropriate resource selection and usage.
4. Collaborate with KDE and district leadership to maintain HQIR alignment with educational mandates.

### E. Stakeholder Engagement & Collaboration

## **Chief Academic Officer: including other responsibilities & justifications**

1. Work with principals, instructional coaches, and teacher leaders to ensure HQIR meets student learning needs.
2. Communicate HQIR selection processes, instructional impact, and goals to stakeholders, including teachers, parents, and school boards.
3. Partner with higher education institutions, education cooperatives, and KDE to stay updated on HQIR best practices and research.
4. Facilitate collaborative decision-making by gathering input from teachers, administrators, and families.

### **F. Resource Management & Budget Oversight**

1. Manage district-wide instructional material budgets, ensuring funds are used effectively for evidence-based resources.
  2. Identify state and federal grant opportunities to support HQIR implementation.
  3. Work with vendors and publishers to ensure cost-effective procurement of instructional materials.
  4. Monitor HQIR distribution across schools to ensure equitable access to high-quality materials.
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## **III. Justification for an HQIR Coordinator**

### **A. Ensuring Alignment with Kentucky Academic Standards**

- Kentucky Academic Standards (KAS) require districts to adopt HQIR that support rigorous, standards-based instruction.
- A dedicated HQIR Coordinator ensures that materials align with learning expectations and instructional goals.

### **B. Improving Student Achievement Through HQIR**

- Research shows that evidence-based instructional resources lead to higher student engagement and performance.
- An HQIR Coordinator ensures that teachers are using the best available resources to close achievement gaps.

### **C. Supporting Teacher Effectiveness & Professional Learning**

- Teachers need ongoing support and training to implement HQIR effectively.
- The HQIR Coordinator provides professional development, coaching, and instructional guidance to ensure materials are used effectively.

### **D. Ensuring Equity in Access to High-Quality Instructional Resources**

## **Chief Academic Officer: including other responsibilities & justifications**

- Many students lack access to HQIR, particularly in low-income and underserved communities.
- The HQIR Coordinator ensures that all schools and classrooms have equitable access to rigorous, high-quality instructional materials.

### **E. Managing Compliance & Funding Efficiency**

- The KDE requires districts to implement HQIR that meet state and federal guidelines.
- The HQIR Coordinator ensures compliance while maximizing district resources and funding opportunities.

### **Conclusion**

A High-Quality Instructional Resources (HQIR) Coordinator is essential for ensuring that Newport Independent Schools provide rigorous, evidence-based, and equitable learning opportunities for all students. Instructional materials directly impact student engagement, academic growth, and long-term success, making it critical that schools select, implement, and support HQIR with intention and expertise. Without a dedicated leader to oversee this process, districts risk inconsistent curriculum use, ineffective teaching practices, and a lack of alignment with Kentucky Academic Standards (KAS).

By providing instructional leadership, professional development, data analysis, and compliance oversight, the HQIR Coordinator ensures that teachers are well-equipped, students have access to the best learning materials, and the district maintains alignment with state and federal requirements. This position also maximizes funding opportunities, ensures resource equity across all schools, and fosters a culture of continuous improvement in instructional practices.

For Newport Independent Schools to meet its academic goals and provide students with a strong foundation for success, investing in an HQIR Coordinator is not just beneficial—it is necessary. With this dedicated leadership, the district can ensure that every student receives high-quality instruction, every teacher has the resources they need, and every school is positioned for excellence.

### **GRANT WRITER AS AN ADDITIONAL ROLE OF THE CHIEF ACADEMIC OFFICER**

Grant writer for Newport Schools was previously an separate position, however this year it was added as an additional responsibility of the Chief Academic Officer

# **Chief Academic Officer: including other responsibilities & justifications**

## **GRANT WRITER**

Public school districts face increasing financial challenges as state and federal funding often falls short of meeting the diverse needs of students, educators, and school programs. To bridge this gap, school districts must pursue external funding opportunities that support academic initiatives, instructional technology, professional development, and student services. However, successfully securing and managing grants requires specialized skills, strategic planning, and compliance oversight, a role best fulfilled by a Grant Writer.

A Grant Writer plays a critical role in identifying, writing, and securing funding from government agencies, private foundations, and corporate sponsors to enhance educational programs without increasing financial strain on the district or local taxpayers. This position ensures that Newport Independent Schools maximize available funding opportunities, align grant applications with district priorities, and manage funds effectively to benefit students and educators.

For Newport Independent Schools, where closing achievement gaps and expanding educational opportunities are key priorities, a dedicated Grant Writer is essential. Without a dedicated professional to research funding sources, write competitive proposals, and oversee grant compliance, the district risks missing out on vital funding that could support critical programs. The following sections outline the key responsibilities of a Grant Writer and the justification for this essential role in the district.

## **II. Responsibilities of the Grant Writer**

### **A. Identifying Grant Opportunities**

1. Research and identify federal, state, local, and private grant opportunities that align with district priorities.
2. Stay updated on Kentucky Department of Education (KDE) funding opportunities and requirements.
3. Build partnerships with community organizations, foundations, and businesses to secure additional funding sources.
4. Maintain a database of available grants and upcoming deadlines.

### **B. Writing & Submitting Grant Proposals**

1. Prepare well-researched, compelling, and data-driven grant proposals.
2. Collaborate with district administrators, principals, and department heads to align grant proposals with district needs.
3. Ensure that all grant applications meet submission deadlines and comply with funding requirements.
4. Write detailed narratives, budgets, and supporting documentation for grant applications.

## **Chief Academic Officer: including other responsibilities & justifications**

### C. Managing Grant Compliance & Reporting

1. Ensure that all awarded grants comply with federal, state, and local regulations.
2. Monitor grant spending, reporting deadlines, and required documentation.
3. Work with finance and program staff to track expenditures and ensure funds are used appropriately.
4. Submit required progress reports, data collection, and financial summaries to funding agencies.

### D. Budget Planning & Fund Allocation

1. Collaborate with district finance officers to develop grant budgets that align with district spending plans.
2. Ensure that grant funding is allocated efficiently and according to grant guidelines.
3. Assist school leaders in strategically planning for sustainable funding sources.
4. Track the financial impact of grants and assess the return on investment for funded projects.

### E. Building District & Community Partnerships

1. Establish relationships with local businesses, universities, nonprofits, and government agencies to secure funding.
2. Work with district leadership to align grant applications with district-wide strategic goals.
3. Support schools in applying for site-based grants that benefit specific programs or student populations.
4. Coordinate with parent-teacher organizations, booster clubs, and community partners to maximize funding opportunities.

### F. Training & Capacity Building

1. Provide training to school leaders and educators on grant-writing strategies and funding opportunities.
2. Develop grant-writing guides, templates, and best practices for school staff.
3. Host workshops to help staff identify and apply for school-based grants.
4. Ensure that school leaders understand how to manage and sustain grant-funded programs.

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## III. Justification for a Grant Writer

### A. Increasing Funding Opportunities Beyond Traditional Revenue

- State and federal education funding often falls short of meeting school needs.

# **Chief Academic Officer: including other responsibilities & justifications**

- A Grant Writer helps secure additional resources for innovative programs, technology, and student support services.

## **B. Enhancing Educational Programs Without Increasing Local Tax Burdens**

- Grant funding reduces the reliance on local taxpayers for funding school initiatives.
- The Grant Writer ensures that schools can expand programs without increasing financial strain on district budgets.

## **C. Strengthening Academic & Extracurricular Opportunities**

- Grants fund STEM programs, arts education, early childhood initiatives, literacy interventions, and career-readiness efforts.
- A Grant Writer ensures that students have access to enhanced learning experiences.

## **D. Ensuring Compliance & Effective Grant Management**

- Many districts struggle with maintaining compliance with grant requirements, which can lead to funding losses.
- The Grant Writer ensures that all awarded funds are properly managed, reported, and sustained for long-term impact.

## **E. Improving Equity & Access for All Students**

- Grant funding supports initiatives that address achievement gaps, improve special education services, and expand access to high-quality instruction.
- A dedicated Grant Writer helps secure funding to ensure that all students, regardless of background, have access to essential resources.

## **Conclusion**

A Grant Writer is an essential asset for Newport Independent Schools, ensuring that the district can access external funding to support innovative programs, improve educational resources, and sustain long-term school improvements. As school districts face increasing financial challenges, securing grant funding is not just beneficial—it is necessary to expand student learning opportunities, support teacher development, and enhance school facilities.

Without a dedicated Grant Writer, Newport Independent Schools risk missing out on valuable funding opportunities that could directly benefit students, teachers, and the community. This role is responsible for strategic grant acquisition, compliance monitoring, and efficient fund allocation, ensuring that all awarded grants align with district goals and are managed effectively.

## **Chief Academic Officer: including other responsibilities & justifications**

Investing in a Grant Writer allows the district to reduce financial constraints, increase program funding, and provide students with the best possible educational experience. By leveraging external funding sources, Newport Independent Schools can continue to innovate, grow, and improve outcomes for all students, ensuring that every child has access to the resources they need to succeed.

## **Chief Academic Officer: including other responsibilities & justifications**

### **ADDITIONAL TIME COMMITMENTS including ATTENDING AND PREPARATION (MONTHLY AND WEEKLY) OF THE CHIEF ACADEMIC OFFICER**

<b>DESCRIPTION</b>	<b>FREQUENCY</b>
District Walkthroughs (announced and unannounced)	2 per month
Professional Learning Community Meetings at Schools	3 – 4 per a week
Principal Meeting with Superintendent	1 per month
Cabinet Meetings	2 per month
SBDM Coordinator (state required meeting)	1 per month
HQIR Coordinator (state required meeting)	1 per month
Grant Writer (Regional Meeting)	1 per month
Professional Learning (I am the facilitator for this regional meeting)	1 per month

### **CAO COMMUNITY PARTNERSHIP RESPONSIBILITIES**

NKU Partnership  
Mount St. Joesph Partnership  
Thomas More Partnership  
NAACP  
ReNewport  
Educate NKY  
Covington Partners