



Newport Independent Schools

MOVING FORWARD TOGETHER

Meeting Date: October 22, 2025

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I. Executive Summary

Throughout the end of September and early October, district efforts have centered on strengthening consistency, coherence, and belonging across all schools through system development, collaboration, and professional learning. Key priorities have included building a district-wide instructional cadre through NKCES, initiating instructional rounds to provide aligned feedback on teaching practices, and establishing a District Literacy Team to guide our long-term vision for literacy. Meetings with the Kentucky Department of Education and NKCES partners have focused on ensuring that district systems are coherent, sustainable, and built to outlast individual roles.

II. Key Updates & Highlights

A. Instruction & Academic Achievement

-NKCES HQIR Training: Participated in the NKCES HQIR session for Instructional Coaches and Administrators. This initiative supports the development of a district-wide cadre focused on consistency in instructional expectations and coherence in coaching practices across schools. Two teachers from each building will begin attending HQIR sessions for Teachers in November. NKCES will come to us on November 11 to provide coaching to administrations on HQIR implementation. Afterward, the goal is to have all members of the cadre and NKCES create a district team that will lead the HQIR work.

-Instructional Round Planning: Began planning and communicating the structure for Instructional Rounds, a system of collaborative classroom observations designed to identify patterns of practice and promote collective improvement. The goal is to foster consistency in high-quality instruction and a sense of belonging among educators through shared professional growth.

-District Literacy Team and Self-Assessment: Formed a District Literacy Team as part of the KyCL25 grant that includes members in various roles from all buildings. This team will meet in November to establish a shared literacy vision that will drive the district forward. By the end of October, the team will complete a Literacy Self-Assessment for KDE to identify current strengths and areas of growth. If desired, a copy of this assessment can be shared with the board. The results will directly inform the literacy vision and ensure coherence in literacy instruction from

early childhood through high school. After the drafted vision has been created, it can be made available for public feedback and comment to include our school, family, and community stakeholders.

-KyCL25 Grant Coordination: Met with KDE's HQIR leader and our grant manager to discuss ongoing KyCL25 implementation. Year 2 funds, totaling \$213,000, will be available on November 2 to support literacy initiatives from birth through age five. An essential part of the grant is to provide ongoing professional learning from a reputable provider. This year's focus will be administrator professional learning, delivered by a provider vetted through the Rivet Education Professional Learning Partner Guide to ensure high quality.

NKCES is in the process of becoming Rivet certified, allowing them to serve as our professional learning partner in future years at a substantially reduced cost, increasing funds available for materials and literacy programming. They have requested that we be their partner district this year as they conduct the work of becoming Rivet certified, essentially providing additional free professional learning. NKCES will visit on November 11 to meet with district and building administrators and visit classrooms, modeling how to coach teachers and strengthen coherence between leadership development and classroom instruction.

B. Student Services Programs

- High School MTSS Planning: Met with KDE staff and Newport High School principal to develop a long-term vision for the school's Multi-Tiered System of Supports. Our focus this year is staff professional development on the MTSS system while also implementing the system. This work focuses on creating a coherent written system that will outlast personnel changes, ensuring consistency and sustainability in academic and behavior supports.

-Gifted Education: Our district is currently in transition regarding a Gifted and Talented teacher. I have been in communication with Dr. Hemmerle and representatives from KDE's gifted and KDE's certification offices to explore all possible options for maintaining services for students. In the short term, our focus is on developing a plan to provide professional learning for classroom teachers to ensure they can effectively implement strategies that support gifted learners within their classrooms. Concurrently, we are exploring staffing solutions to fill the Gifted and Talented role. Because certification in this area is less common, we are considering flexible options such as part-time arrangements, partnerships with neighboring districts, or retired educators who hold the appropriate certification. We are actively pursuing several leads and will continue to update the board as progress is made. This work remains focused on maintaining consistency and belonging for our gifted students while we work toward a long-term, sustainable solution.

C. Assessment

- DAC Consortium Participation: Participated in the District Assessment Coordinator (DAC) Consortium, collaborating with leaders from surrounding districts to share strategies and planning processes related to the upcoming transition to the SAT. NKCES has not yet finalized

session details, but an in-depth session at NKCES will be announced soon, which I plan to attend to ensure Newport is fully prepared for this statewide change. I am also on the waitlist for a different SAT session at two different cooperatives, hoping that I will be able to receive additional professional learning. This collaboration promotes coherence across districts and consistency in assessment practices for Northern Kentucky students.

IV. Upcoming Priorities & Next Steps

- Finalize the district's Instructional Round process and communicate expectations.
- Complete and submit the Literacy Self-Assessment to KDE.
- Convene the District Literacy Team to develop the district's literacy vision.
- Support NKCES's November 11 visit and leadership coaching session.
- Continue development of the district and high school MTSS systems.
- Prepare for the Fall Quality Control Data Review and DAC/BAC training sessions.