



# Newport Independent Schools

## MOVING FORWARD TOGETHER

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Prepared by: Autumn Slankard, Director of Curriculum

### I. Executive Summary

Throughout the past month, district efforts continued to focus on strengthening instructional leadership capacity, refining professional learning systems, and advancing long-range curriculum and assessment planning. Much of the month centered on supporting principals and instructional leaders in developing instructional-focused professional learning communities (PLCs), strengthening observation and feedback practices, and ensuring that curriculum and assessment decisions remain intentional, coherent, and aligned to district priorities.

In addition to leadership development, February included strategic planning related to curriculum review cycles, math instructional envisioning, assessment readiness, and the onboarding of key instructional staff. Across all initiatives, the emphasis remained on building systems that support educators, provide clarity around expectations, and position the district for sustained instructional improvement. All work continues to align with the district's guiding priorities of consistency, coherence, and belonging.

### II. Key Updates & Highlights

#### A. Curriculum and Instruction

##### - Professional Learning Communities (PLCs)

PLCs remained a central focus throughout February. I met with administrators to support PLC leadership and clarify the role of administrators in maintaining instructional focus within collaborative teams. I also organized a PLC-focused professional learning provided by KDE's Office of Teaching and Learning for all our instructional leaders, which supported leaders in developing a shared understanding of instructionally focused PLCs and the enabling conditions necessary for effective implementation. To support continuity and coherence, I participated in a planning meeting with KDE's OTL prior to the professional learning to ensure alignment between KDE guidance, district expectations, and school-based practice. Weekly curriculum meetings continued to serve as a key structure for monitoring PLC implementation and addressing building specific needs.

##### -Observation, Feedback, and Instructional Practice

I attended three professional learning sessions centered on classroom observations using KDE's Instructional Practice Guides (IPGs). This learning strengthens leadership capacity to conduct observations that emphasize instructional quality, student learning, and alignment to high-quality instructional resources (HQIRs). Additionally, I reviewed principal coaching plans developed in partnership with TNTP after individual meetings to ensure alignment between leadership coaching, district instructional priorities, and school-level improvement efforts.

#### -Math Instruction and Curriculum Planning

I hosted the initial math leadership team meeting, during which the team created a first draft of a district math instructional vision, became familiar with KDE's Model Curriculum Framework, and determined that it would be beneficial to establish a clear protocol and process for reviewing potential K-5 math HQIRs that are on Kentucky's approved HQIR list. This work reflects a commitment to thoughtful, teacher-informed curriculum decision-making. I am particularly proud of the work of that group, especially the engagement and teacher voice that will guide our instructional future.

I also hosted Hallie Booth for two half-days of professional learning sessions with Newport Intermediate and Newport High School administrators focused on inquiry-based instructional strategies within the OpenSciEd curriculum. As a result of this learning, administrators identified inquiry-based instructional strategies as a priority focus in science classrooms, along with targeted end-of-year and summer planning to support full HQIR implementation in August.

## **B. Strategic Planning and Districtwide Initiatives**

#### - Needs Assessment, CDIP, and Federal Funds

I attended professional learning sessions hosted by Ms. Stewart related to Title I and participated in leadership meetings in which stakeholders shared progress on Comprehensive District Improvement Plan (CDIP) goals. I also met with Mr. Atkins and Ms. Stewart for a Needs Assessment update meeting to determine the district's most significant areas of need and ensure alignment between planning, funding, and instructional priorities.

#### - Curriculum Review Cycle and Professional Learning Planning

February included early examination of the district's position within the curriculum review cycle to determine whether select HQIRs may need reevaluated. This work is exploratory and ensures that any future curriculum decisions are grounded in implementation evidence and long-term sustainability.

I attended a summer professional learning planning meeting with the Northern Kentucky Cooperative for Educational Services (NKCES) to explore year-long, curriculum-based professional learning cadre models for the upcoming school year. This planning supports a shift away from isolated professional development events toward sustained, job-embedded learning that is specific and relevant to each educator.

### **C. English Language Learners and Gifted and Talented**

Weekly meetings with Dr. Melissa Hemmerle, Gifted and Talented and English Learner Coordinator, continued throughout the month to support alignment across departments and program implementation. February also included onboarding the district's new gifted and talented teacher, with a focus on establishing clarity around expectations, collaboration structures, and instructional priorities.

WIDA ACCESS testing, an annual English language proficiency assessment for K-12 students that measures their academic progress in four domains: Listening, Speaking, Reading, and Writing, has been completed. All materials have been returned to WIDA for scoring.

### **D. Partnerships and Collaboration**

-Assessment and Accountability Preparation

I attended an SAT Q&A session with College Board and KDE, as well as the regional District Assessment Coordinator (DAC) Consortium, to remain current on assessment guidance and expectations. To support SAT readiness, I began weekly meetings with the Building Assessment Coordinators (BACs), Eric Hill at Newport High School and Jackie Scruggs at Newport School of Innovation. Together, we have developed a structured testing binder to ensure organized, student-centered administration under optimal conditions.

- Early Learning and External Partnerships

I attended a meeting regarding American Legacy Theater for preschool programming and shared relevant information with Nikki Hayden, our preschool director. This program focuses on social skill development that supports kindergarten readiness and complements existing early learning efforts. Due to a grant provided by RC Durr, this is a free program that has a goal of being in ten River City preschool classrooms in the fall.

## **III. Strategic Priorities**

All work this month remained intentionally aligned to the district's guiding priorities:

- Consistency: Strengthening shared expectations for PLCs, instructional leadership, observations, and curriculum planning.
- Coherence: Aligning leadership development, curriculum review, assessment preparation, and professional learning into connected systems.
- Belonging: Supporting educators and leaders through clarity, collaboration, intentional onboarding and support structures, and including teacher voice in our instructional visions and content decision making.

#### **IV. Upcoming Priorities & Next Steps**

- Continue KDE-supported professional learning for principals and instructional leaders focused on PLC enabling conditions.
- Advance math leadership teamwork, including refinement of the math instructional vision and development of HQIR review protocols.
- Continue SAT preparation and finalize organized administration systems.
- Continue curriculum review cycle analysis to inform future instructional decisions.
- Finalize planning with NKCES for year-long, curriculum-based professional learning in the upcoming year.
- Support administrators in translating observation and coaching learning into sustained instructional practice.