



Newport Independent Schools

MOVING FORWARD TOGETHER

Meeting Date: March 25, 2026

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I. Executive Summary

During the month of March, district priorities shifted from the foundational planning and visioning of February toward active implementation, rigorous system validation, and high-stakes assessment readiness. Efforts focused heavily on refining instructional coaching using the Instructional Practice Guide (IPG), piloting high-quality math resources (HQIR), and conducting comprehensive learning walks to ensure district-wide instructional coherence. These actions continue to align with our guiding priorities of consistency, coherence, and belonging as we prepare for spring testing and summer programming.

II. Key Updates & Highlights

A. Instructional Leadership & Coaching Systems

- Learning Walks: School principals and some school administrative teams participated in intensive learning walks alongside our TNTP coach to identify common areas of need and develop specific action plans. The TNTP team used our results, the coach's notes, and student voice survey results to create an executive report with actionable next steps. The findings were validating as they aligned with current district-level instructional changes.
- Coaching & Professional Learning: Building on February's IPG training, I attended the Reading HQIR cadre at NKCES with a district teacher to focus on using the IPG as both a coaching and self-assessment tool. The IPG is an observation tool that was created by TNTP and modified by KDE to identify areas of success and growth with specific focus on classroom learning environment, HQIR usage, and instructional strategies.
- Strategic Mentorship: There were several planning sessions with our TNTP coach to refine my coaching plan and plans for districtwide systems improvement.

B. Curriculum & Content Alignment

- Math Leadership Team and Pilot: Following the math visioning work started in February, the Math Leadership Team decided to pilot a unit of an approved HQIR in several K-6 grades. This resource is on Kentucky's approved list, has high ratings on EdReports, and was chosen out of a field of four using teacher choice.

- **Instructional Collaboration:** I facilitated a call with several Math Leadership Team representatives and a person who has gone through the Numeracy Counts two-year training, which was highly valuable. The Numeracy Counts Act provides that KDE will provide a two-year intensive training about math instruction in the elementary grades. Participation for 1,000 participants per year is provided by KDE, and I have encouraged members to apply.
- **Summer Learning:** I participated in a meeting organized by our DPP's office with 21st Century regarding instructional materials for summer school to ensure a viable and engaging curriculum.

C. Assessment, Data, & Monitoring

- **SAT Administration:** I continued weekly coordination with Building Assessment Coordinators (BACs) regarding SAT administration, including proctoring practice tests with NSOI.
- **Data Systems Innovation:** I attended a training in Lexington with our DPP and Technology Director that focused on Looker Studio, an online platform that will allow the district to perform more efficient and sophisticated data comparisons and gathering. I have begun using this tool to align the likelihood of proficiency based on Winter i-Ready scores to create a projection of what spring KSA scores may look like.
- **Consolidated Monitoring:** I participated in Title II and Title III interviews with KDE staff for consolidated monitoring to ensure our federal programs and systems are in compliance. In preparation for this, I identified areas of growth and implemented systems and organizational materials that will be able to be utilized for compliant federal fund utilization.

D. Partnership & Regional Collaboration

- **KDE & Regional Support:** Mr. Atkins and I participated in a follow-up meeting with KDE staff regarding the next steps for the Portrait of a Learner framework. It is very important that this portrait include community and staff voice and is a guiding document in the future. It is also important that the portrait is aligned with the steps to graduation organizational framework being created by the DPP office to ensure coherence.
- **District Assessment Coordinator (DAC) Consortium:** I participated in the monthly DAC consortium facilitated by NKCES to stay current on regional and state assessment guidance.
- **Stakeholder Alignment:** Weekly meetings were continued with Dr. Hemmerle and each building principal to ensure ongoing systems work remains coherent across buildings.

III. Strategic Priorities

- **Consistency:** Utilizing the IPG observation tool to create shared expectations for instructional quality and coaching when utilizing HQIRs across all schools.

- Coherence: Integrating TNTP learning walk data with our math HQIR pilot and summer
- Belonging: Engaging teacher voices in the math and English pilot selection and participating directly in a faculty meeting to maintain transparency and collaboration.

IV. Upcoming Priorities & Next Steps

- Instructional Practice: Support administrators in translating the findings from the TNTP learning walks into sustained classroom practice.
- Math and English HQIR: Monitor the K-6 math and 7-12 English pilot and collect teacher feedback to inform full-scale implementation protocols if a change is made.
- Data Migration: Begin implementing Looker Studio dashboards for more efficient spring data analysis.
- Assessment: BACs are completing the final stages of the SAT administration, and our new focus will turn to KSA organizational planning.