

Strategic Plan Update
June 1, 2018

Early Childhood

Boston K Curriculum Implementation SY 19- 2 K teachers attended 4 days of training.
Pell Principal attended PD on Boston Curriculum

K & Gr. 1 along with all Pell reading teachers will be trained with Foundations, phonics program to support all students and targeted support for our ELL students.

SLA - Newport partnered with community partners through the Summer Learning Academy to help support reading and language development with our English as a New Language, ENL students and students identified with learning disabilities. In this program Newport specialists in ELL and special ed instruction pushed in and supported curriculum instruction in the summer learning academy. Not only did these prevent regression yet also helped increase literacy skill development particularly in our ELL students. This model will be expanded this summer and supported in TMS credit recovery as well.

Math proficiency plan will be developed based on the needs assessment work done this year with MTSS math, we created the foundation to develop progress monitor tools in the 5 key areas of math; counting, operations and algebraic thinking, numbers and operations, measurement and data, geometrical concepts.
Next steps we will execute a proficiency plan based on discovery and piloting programs to small numbers of students on progress monitoring, tier 2 prevention and tier 3 prevention.

Technology

District Technology Team met throughout the year to update school based needs, develop professional development, and to access hardware, software, and infrastructure.
(see school based slides)

Developed tech integration posting in order to support blended approaches in the classroom.
(see posting)

Expanded tech integration support with Fuse Architect and Fuse Fellow grant. This allowed additional coaching support at all levels in the district. Fuse Fellow will continue in SY 19 at Pell and TMS.

All schools have increased capacity with tech support with “teachers teaching teachers” during after school PD, providing differentiated lessons in Google Suite, Google Classroom, and digital tools.

Next year extending opportunities for Fuse Classroom with a student community component at both TMS and RHS.

Individual Learning Plans

TMS Guidance did a pilot with Grade 6 on interest inventories and exploring tools with Way to GO RI. Based on their pilot TMS is developing a schedule that would support an advisory to support the academic, career, and social/emotional goals of the ILP.

ILP advisory team met with Nicole Smith and Cali Cornell from RIDE to learn more about the vendors and what RIDE's expectations were for supporting the ILP adoption at the district level. Newport has been invited to be part of a pilot group to explore the different vendors.

ILP advisory team watched recent ILP vendor review webinar to prepare for June 19th vendor meeting.

Next Steps will be to review vendors; Choices 360, Richer Picture, Naviance, and Career Cruising to determine if a vendor will fit Newport's ILP goals and needs. We will use a scoring matrix that was developed to support the technical information, functionality, cost, and scope of curriculum.

School Culture and Climate

Survey Works Data for School Climate

District Wide

Parents- 66% approval rate

Teachers- 45% approval rate (increase of 7%)

Students - 59% approval rate

Kingian Nonviolence -20 hour trainings - 47 staff have been trained. RHS will be using the Kingian trainers to support community building at their HS retreat on June 27th.

Pell and TMS are integrating the Kingian Principles in their STAR and POWER matrix.

Open Circle Curriculum training will continue with the third cohort of training for universal implementation.

TMS will be implementing Second Step social emotional module lessons 5-8.

All schools will be sending teams to Restorative Training to support a team based approach to promote self-regulation, develop work and career ready skills, and minimize disruptions and distractions for all students.

RHS redesign will be working with Sizer Institute to develop Critical Friends Groups to work on effective teaming to promote improved collaboration, energy and capacity building.

Multiple Pathways & Opportunities

NACTC will be expanding the CTEs with Electric Boat, JROTC, and growing the P Tech program.

The International Studies will be offering extended field studies.

Summer Career and Internships are expanding to incoming 9th graders.

Summer 2018

- 8-week summer internship wages (20 students)

School 2019

- Career Exploration
- Career Expertise
- Work-Based Learning

Expanded Highlander Grant to include Community Outreach starting at Grade 5

Professional Development

In SY 18 professional development focused on three topics; differentiation, DI, social emotional learning, SEL and technology integration, TI. Each strand provided 4.5 hours of professional development in each cluster.

Cluster one:

DI- 22 teachers attended

Differentiation focus was making content comprehensible for ELL students.

The facilitators were staffed from each school who attended the ELL PD on using the tuning protocol for looking at content. They used the best practices from that PD to deliver the training. Throughout the district this session was the least attended, with a total of 22 staff. The feedback from the participants showed that 80% moved from a beginning stage to a development stage.

TI- 52 teachers attended

Technology focused on Google Classroom and Suite.

The facilitators were 2 Pell teachers who moved to all sites. They were both trained in Google and part of the digital literacy team who participated in creating PD last year district wide. They had a total of 52 staff attend the Google PD. Teachers shared that they were able to learn how to use different tech tools based on their tech level and had time to practice in their classrooms. The PD feedback also shared that due to the variety of levels there was a need for more trainers to meet teachers where they were at in their technology implementation. We provided a capacity study for each school to better assist the teachers in their training for the PD in Cluster three.

Mindfulness- 80 teachers attended

Mindfulness was specifically designed to focus on the importance of self-care and learning the brain science behind stress response. The training also included the experiential learning of movement and mindfulness. The response to this training was overwhelming and the feedback shared both through movement on the rating scale and qualitative feedback was very positive. Understanding the connection between mind and body showed the biggest gain with 88% of participants showing a clear understanding after the 4.5 hours of training.

Cluster Two

Reset & Regulation & DATA - 39 teachers attended

This SEL strand focused on understanding of self-regulation skills, including cognitive behavioral strategies. All participants reported moving from either beginning or developing to a level of clear understanding by the conclusion of the 4.5 hours of PD. Some of the qualitative feedback shared was on how useful the classroom strategies were for their classroom environment.

Scratch Coding- 35 teachers attended

This TI PD helped to introduce the understanding of Scratch and how to create basic projects using Scratch interface. Teachers had time to play, practice, and create in each of the sessions.

Most of the teachers were able to work from a level of beginning understanding to developing. Several of our teachers who have participated in the Scratch and Code training with CS4RI also participated in the PD offering. Some feedback “This was a great series of workshops, there’s a lot to learn and I am working on it!” “Exciting that we have staff in the district that our so versed on different Scratch platforms and have a wealth of knowledge to share.”

Conscious Discipline - 85 teachers attended

The SEL/ DI strand continued to be a big draw among our teaching staff. The focus was on learning about teacher skill level of composure for positive discipline, pivoting to be able to give an assertive command. Also practice to communicate to students what TO DO. Teachers all reported that they moved from beginning understanding to developing and many to full understanding.

Cluster Three

Digital Literacy- 48 teachers attended

Objective # 1: Creating Google Class	Objective # 2: Create an assignment	Objective # 3: Assigning an assignment	Objective #4: Grade an assignment	Objective # 1: Creating Google Class	Objective # 2: Create an assignment	Objective # 3: Assigning an assignment	Objective #4: Grade an assignment
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At Pell teachers all responded that they moved from being limited understanding to developing or full implementation. The presenters found teachers moved quickly through the levels with small group attention.

At TMS & Rogers

Teachers appreciated the small group attention and be able to focus based on their level of need. All teachers moved up a level from beginning to developing or to implementation to the classroom.

Equity Literacy- 29 teachers attended

Teachers who participated gained an understanding of equity as a tool to achieve educational justice for all students. In addition how bias, prejudice, privilege and oppression show up in lives and in our work.

Zones of Regulations- Pell - 40 teachers attended

Learn about the four Zones of Regulation.

2. Identify feelings associated with the zones.
3. The role triggers can have in students becoming dysregulated.
4. Learn coping skills related to the zones.
5. Understand connection between red zone and safety issues/crisis management.

Staff reported that the workshop was extremely helpful and over 65% could implement these strategies in their classroom.

Classroom Management - TMS and Rogers- 37 teachers attended

This PD was met with mixed reviews, some staff enjoyed the passion of the presenter but many shared that the story telling was overwhelming and people got lost in the objective and point of the topic.

** Many teachers have used the PD selections as part of their PGP, professional growth plan.

Survey Works results for professional learning SY18:

- Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff: 35% approval rating for PD overall (15% increase from SY17)
- School support of growth as a teacher: 42% favorable rating (11% increase from SY17)
- New teaching strategies: 41% favorable rating (7% increase from SY17)

ONE NEWPORT

One Newport has been a supported concept with the monthly articles on the Strategic Plan.

One Newport Committee members participate on many of the Strategic committees; technology, pathways, and ILP groups.

One Newport strategy has supported and been highlighted in Highlander and Barr grants.