Newport Independent Schools
MOVING FORWARD TOGETHER

Board of Education Update - Federal Programs, ELL & GT, Teacher Growth and Support
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I. Executive Summary

October marked an important milestone for Newport Independent Schools with the approval of the FY2027 Consolidated Federal Programs Application on October 13, securing approximately $1.49 million in federal funding to support instructional services, academic interventions, professional learning, and student support programs across the district.

The Federal Programs Department continued strengthening accountability, fiscal oversight, and program implementation while addressing Kentucky Department of Education (KDE) monitoring requirements. Particular attention was given to Title I Parent and Family Engagement, equitable services for private school students, and collaboration with school leadership to ensure federal resources are strategically aligned with student needs.

A major focus this month was supporting school improvement efforts through the development of Comprehensive Needs Assessments (CNAs). Collaboration with principals and school stakeholders emphasized data analysis, program effectiveness, meaningful stakeholder participation, and evidence-based decision-making to guide school improvement priorities.

Student and staff support programs also demonstrated continued progress. The English Learner Program celebrated significant academic growth, achieving the highest performance indicator in Kentucky's accountability system at the elementary level. Gifted and Talented services continued expanding enrichment and identification opportunities, while September mentor and mentee survey results reflected strong relationships and positive experiences among participating new teachers.

The district also increased oversight and coordination of 21st Century Community Learning Centers and Extended School Services (ESS), focusing on program continuity, staffing, accountability, and alignment with school improvement goals.

Together, these efforts reflect the district's commitment to responsible stewardship of federal resources, continuous improvement, meaningful family partnerships, and expanded opportunities for student success.

II. Key Updates & Highlights

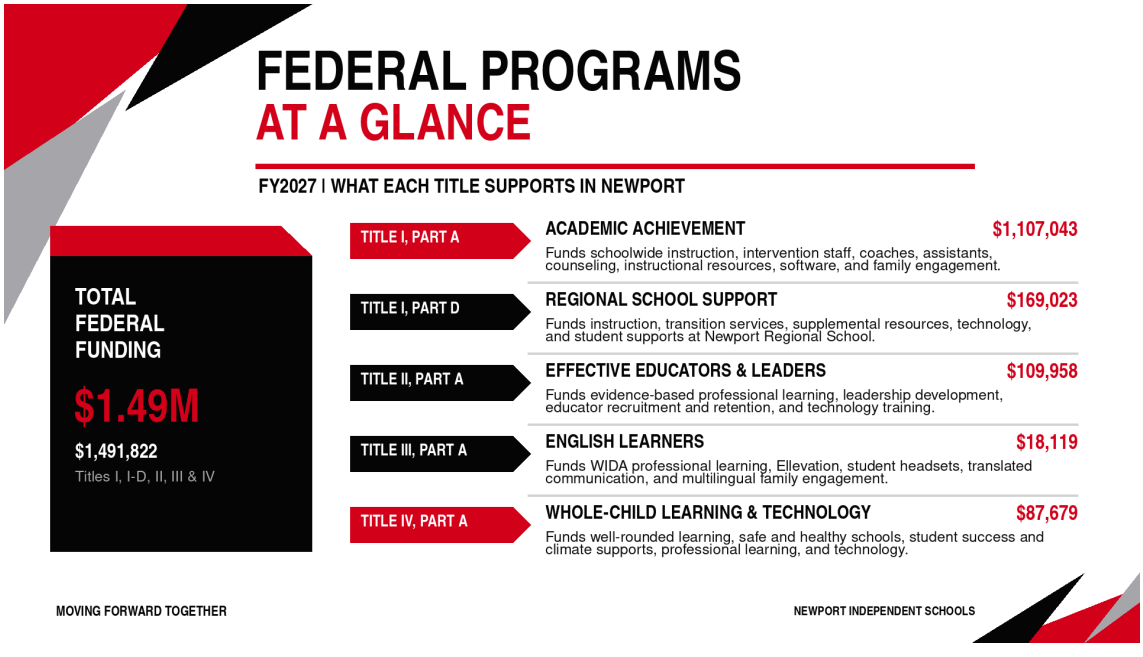
What Moved Forward This Month

COMPLIANCE AND STEWARDSHIP	FY2027 Consolidated Application approved October 13, securing approximately $1.49 million. Continued monitoring of expenditures, federal requirements, and KDE corrective-action documentation.
FAMILY ENGAGEMENT	Strengthened Title I family engagement through districtwide conferences, parent feedback opportunities, school-family compact discussions, and preparation for the Federal Programs Advisory Committee evaluation meeting.
STUDENT SERVICES	English Learner services supported 131 students receiving direct instruction, while Gifted and Talented programming continued serving 75 students across the district.
SCHOOL IMPROVEMENT	Collaborated with principals to develop Comprehensive Needs Assessments, strengthen stakeholder participation, and align federal programs with Cognia and CSI improvement priorities.
EXTENDED LEARNING	Increased coordination and oversight of 21st Century and ESS programs, with attention to staffing transitions, student participation, program documentation, and continuity of services.
TEACHER GROWTH AND SUPPORT	September surveys showed strong mentor engagement, with all seven responding mentees rating their mentors' support 5 out of 5.

Month takeaway October's work focused on moving beyond compliance toward stronger systems of accountability, collaborative leadership, data-informed decisions, and meaningful student and family outcomes.

Federal Programs and Compliance

A significant accomplishment during October was the approval of Newport Independent Schools' FY2027 Consolidated Federal Programs Application on October 13. The approved application provides approximately $1.49 million through Titles I-A, I-D, II-A, III-A, and IV-A to support supplemental instructional services, student interventions, professional development, and other educational initiatives.



The department continued collaborating with district finance staff to strengthen fiscal oversight, including reviewing MUNIS expenditure reports, 310M and 310N accounts, FLEX reports, and alignment between GMAP budgets and EERP financial documentation. These efforts are designed to improve financial accuracy, maintain compliance, and ensure federal resources are directed toward identified student and school needs.

Work also continued on KDE monitoring findings, particularly those related to Title I Parent and Family Engagement. The district has strengthened procedures for documenting parent participation, school-family compact implementation, stakeholder feedback, and policy evaluation. These improvements are establishing more consistent processes for federal program monitoring and continuous improvement.



Title I Family and Community Engagement

During October, Federal Programs continued strengthening meaningful family participation and accessibility across Newport Independent Schools. The districtwide Family Engagement Day on October 2 provided opportunities for families to participate in Title I activities, connect with school staff, and engage in discussions about student achievement and school-family partnerships.

Special attention was given to the implementation of school-family compacts during parent-teacher conferences, helping families and teachers understand their shared responsibilities for supporting student learning. Families were also provided opportunities to share feedback regarding engagement activities, communication, and the allowable uses of Title I Parent and Family Engagement funds.

The district continued addressing KDE monitoring requirements by strengthening documentation of family participation and ensuring that parent feedback informs district and school engagement practices.

The Federal Programs Advisory Committee is scheduled to meet on October 28 to review the district's Parent and Family Engagement Policy evaluation, analyze family feedback, and identify opportunities for improvement. These efforts support a more collaborative and responsive approach to family engagement throughout the district.



Equitable Services for Private School Students

During October, the district continued strengthening equitable services processes to ensure eligible private school students have access to federally supported educational opportunities.

Annual outreach was initiated with private nonprofit schools and homeschool representatives to provide information about Title I participation and invite eligible institutions to engage in the consultation process. Communication included participation documentation and opportunities for school representatives to express interest in available services.

The department also continued coordinating with participating private schools regarding approved instructional services, professional learning, and student support initiatives. Following approval of the FY2027 Consolidated Application, planning advanced for Title IV-supported student wellness and mental health programming at Newport Central Catholic.

These efforts reinforce the district's commitment to equitable access, meaningful consultation, and responsible administration of federal resources.

School Improvement

During October, Federal Programs increased collaboration with school administrators to support the development of Comprehensive Needs Assessments (CNAs) required for the upcoming Cognia submission.

A **Comprehensive Needs Assessment (CNA)** is a systematic process schools use to evaluate student achievement, attendance, behavior, instructional practices, and overall program effectiveness. The purpose is to identify school strengths, determine areas needing improvement, and establish priorities based on data and stakeholder feedback. CNA findings help guide school improvement plans, instructional decisions, and the strategic allocation of federal resources to address identified student needs.

The department developed standardized templates and resources to assist schools with reviewing student achievement, attendance, behavior, and program effectiveness data. Principals were encouraged to engage representative stakeholder groups, including parents, teachers, and community members, to identify school strengths, prioritize needs, and develop meaningful improvement strategies.

This work is especially important as the district strengthens its approach to Comprehensive Support and Improvement (CSI). Federal Programs is working to ensure that Title I, English Learner, Gifted and Talented, ESS, and 21st Century services are aligned with identified school improvement priorities.

Additionally, structured leadership check-ins are being developed across federal and student support programs to strengthen collaboration, monitor implementation, document progress, and establish clear next steps.

English Learner Program

Newport Independent Schools continues strengthening language development, academic achievement, and family engagement for multilingual learners. Currently, 131 English Learners receive direct language services across the district, including 48 students at Newport Primary School, 46 at Newport Intermediate School, and 37 at Newport High School. Additionally, 17 kindergarten students have been screened this school year, with 15 identified for English language services.

All Program Services Plans (PSPs) have been finalized, and individualized instructional supports and accommodations are being implemented across grade levels. The EL team is preparing to administer the WIDA MODEL Online benchmark assessment to monitor language proficiency growth, guide instructional decisions, and identify students approaching English language proficiency exit criteria.

A significant achievement was the recognition of elementary English Learners for sustained academic growth, with performance increasing nearly 20 points over four years and reaching the Blue performance indicator, the highest rating in Kentucky's accountability system.

Family engagement and communication remain priorities. The district hosted its first EL Family Night of the school year, strengthening connections with multilingual families. Additionally, Newport Intermediate School successfully contacted 100% of its EL families during parent-teacher conferences using LANGO interpretation services. Teachers also received training on LANGO, while EL staff participated in the virtual WIDA Conference to strengthen language instruction and assessment practices.

Upcoming priorities include analyzing WIDA MODEL results, refining targeted language supports, and preparing students for the annual ACCESS assessment.



IGNITE Gifted and Talented

During October, Gifted and Talented teacher Carla Oetinger continued strengthening student identification, differentiated instruction, and enrichment opportunities across Newport Independent Schools. The program currently serves 75 students, including 20 at Newport Primary School, 23 at Newport Intermediate School, and 32 at Newport High School.

Screening and identification efforts continued through the analysis of i-Ready and IXL assessment data. Watch lists remain active across all three schools for students demonstrating potential in the Primary Talent Pool, leadership, creativity, and visual and performing arts. Twelve student referrals or areas of giftedness are currently under review, with parent questionnaires and supporting documentation being collected in preparation for GT committee meetings.

Students participated in a variety of enrichment experiences designed to strengthen creativity, critical thinking, problem-solving, and leadership. At NPS, students explored mathematical mysteries and entrepreneurial thinking through a sneaker design project. NIS students engaged in advanced language arts, mathematics, and general intellectual activities, including Greek word studies, algebraic reasoning, and an exploration of order versus chaos. At NHS, students participated in creative literature projects, mythology-based learning activities, and leadership development opportunities.

Mrs. Oetinger continued collaborating with classroom teachers through instructional planning, classroom support, and professional learning communities to strengthen differentiated instruction. Leadership opportunities are also being expanded through planned participation in the Northern

Kentucky Leadership Summit at NKU and the Anthony Muñoz Foundation Youth Leadership Seminar.

A notable student achievement was Newport High School leadership student Ethan Koster's selection to participate in the Civic Leadership Institute in Louisville, an opportunity recognizing student leadership potential at the state level.

Upcoming priorities include completing identification processes, gathering evidence of talent in visual and performing arts, and reviewing teacher recommendations for leadership and creativity identification.



ESS Intervention

October, district efforts also focused on reviewing program implementation, available funding, and opportunities to strengthen coordination between ESS and 21st Century programming. These efforts are intended to ensure extended learning opportunities remain targeted, effective, and responsive to student needs.

21st Century Afterschool Program

Newport Independent Schools continues providing extended learning and enrichment opportunities through its 21st Century Community Learning Centers. Programming supports academic development, leadership, creativity, career exploration, and positive student engagement beyond the regular school day.

During October, a major focus was strengthening program coordination, staffing, and oversight to ensure continuity of services across district schools. With two anticipated site coordinator vacancies, Federal Programs increased collaboration with 21st Century leadership and school administrators to review staffing needs, clarify roles and responsibilities, and establish transition plans.

The department is also reviewing student enrollment, participation records, program schedules, staff assignments, and enrichment offerings to strengthen monitoring and accountability. Particular attention is being given to establishing consistent procedures for attendance documentation, staff time reporting, and program implementation.

Current enrichment opportunities include academic support, STEM, coding, arts, cooking, recreation, leadership development, and practical life skills. Community partnerships continue to play an important role in expanding student experiences and connecting learning to real-world opportunities.

Planning discussions are also beginning for summer programming, including staffing, instructional opportunities, available resources, and alignment with district improvement goals.

ning priorities include filling vacant positions, maintaining continuity of after-school services, ¡thening documentation and program monitoring, and developing coordinated plans for summer learning opportunities.

Teacher Growth and Support

Newport Independent Schools continues strengthening its Teacher Growth & Support Program through monthly mentor and mentee surveys designed to monitor professional growth, evaluate mentoring effectiveness, and identify areas for additional support.

September survey results reflected positive mentor-mentee relationships, with 14 mentors and 7 mentees participating. Among mentors, 79% reported connecting with their mentees several times each week, 93% checked on their mentees' well-being and adjustment, and 71% indicated their mentees were doing well or very well.

All seven responding mentees rated their mentor's support 5 out of 5, highlighting strong satisfaction with the guidance received. New teachers reported growing confidence in classroom routines, curriculum, and instructional planning while identifying lesson planning, classroom management, and work-life balance as areas where continued support would be beneficial.

These results provide valuable insight into the experiences of new educators and help district leadership identify opportunities for targeted professional learning, coaching, and additional support.

Upcoming priorities include continuing monthly check-ins, using survey feedback to address emerging needs, and exploring professional learning opportunities focused on instructional practices and district procedures.

III. Upcoming Priorities & Next Steps

- **Federal Programs and Compliance:** Continue monitoring FY2027 expenditures, strengthen alignment between GMAP and financial records, complete remaining KDE corrective-action requirements, and maintain consistent documentation procedures.
- **Title I Parent and Family Engagement:** Evaluate family engagement policies, review parent feedback, strengthen school-family partnerships, and implement improvements identified through the Federal Programs Advisory Committee.
- **School Improvement:** Complete Comprehensive Needs Assessments, document stakeholder participation, identify school improvement priorities, and align federal resources with evidence-based improvement strategies.

- **Equitable Services:** Continue annual consultation and outreach with private schools and homeschool representatives, finalize service plans, and maintain required participation and expenditure documentation.
- **English Learner Program:** Analyze WIDA MODEL benchmark results, refine targeted language supports, strengthen teacher collaboration, and continue preparation for ACCESS testing.
- **Gifted and Talented:** Complete pending identification reviews, gather evidence for visual and performing arts, review leadership and creativity referrals, and expand enrichment opportunities.
- **Teacher Growth and Support:** Continue mentor and mentee surveys, address identified professional learning needs, and provide targeted coaching and support for new educators.
- **ESS Intervention:** Monitor student progress, adjust interventions based on diagnostic data, and strengthen coordination with school improvement initiatives.
- **21st Century Afterschool:** Address staffing vacancies, strengthen program oversight and documentation, monitor student participation, and begin coordinated planning for summer programming.