

Overview

Newport City Schools (151) Public District - FY 2027 - LEA Plan - Rev 1

Overview

A strong district plan clearly articulates the theory of action for reaching each student performance goal by providing:

- an outline of the improvement work to be supported and implemented throughout the district,
- insight into resource allocation in alignment to those improvement efforts, and
- ample time to collaborate, coordinate, and communicate with all district leaders, school leaders, teachers, and other stakeholders.

Though school plans must be aligned to the district plan, they differ in that they must be tailored and may include additions to the district-level expectations for improvement work based on the school's specific needs and context.

The transition of the district and school planning process to full approval every three years, pursuant to Chapter 1005 of the Public Acts of 2024, provides a unique opportunity to strategically plan for the long-term improvement needed at the district and school level to reach high level outcomes for all students. Periodic reflection will be critical to ensuring forward momentum toward the intended implementation work and student performance.

For districts, the student performance goals, strategies, and all associated components will also serve as the goals, action plan, and budget supports required in the annual TISA Accountability Report. In the fall of 2026, the prior year reflection components of the report will be made available. Guidance for annual completion and submission related to the TISA Accountability Report will be shared at a later date.

Please refer to the following resources to ensure alignment to three-year planning expectations:

[Flowchart resource link](#)

[Guide resource link](#)

Cover Page

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Cover Page

* District Name

Newport City Schools

* Director of Schools Name

Dr. Justin Norton

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Resources

[Click here to open the guide.](#)

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Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the district plan must be developed in consultation with the following stakeholders (at a minimum):

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- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Dr. Justin Norton - Director

Dr. Jodie Bakely - Federal Programs Supervisor

Dr. Whitney Butler - K-2 Assistant Principal & District Supervisor

Dustin Morrow - Principal

Ron Coffey - 3-8 Assistant Principal & District Supervisor

Colleen Pastic - Guidance Counselor

Melanie Coffey - CTE Coordinator

Jayla Ragan - Kindergarten Teacher (K-2 representative)

Lisa Ivey - S.S. PLC Lead Teacher

Dr. Carla Sexton - ELA PLC Lead Teacher

Ashley Shults - Math PLC Lead Teacher

Jeannie Pittman - Science PLC Lead Teacher

Lenora Douglas - Student Success/RTI Coordinator

Brooke Boggs - ESL/Enrichment Teacher

Karen Chambers - Special Education Teacher

Phillip Lewis - S.T.E.M. Coordinator

Macie Reed - Parent Representative

Harper Graham - Student Representative

Tessa Bailey - Paraprofessional

Additional contributors to the LEA plan as of May 1, 2026:

Bonnie Ball - 7th Grade ELA Teacher

Allison Brown - 4th Grade Math Teacher

Amy Messer - Stakeholder Support Coordinator

Stakeholder Involvement

* Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the three-year planning window in accordance with ESSA Title I, Part A §1112(a)(5). Provide a timeline to show that stakeholder involvement in the planning process is ongoing throughout the three-year process and not a one-time event/process.

The NGS planning team is involved in the analysis of key academic and culture/climate data. Stakeholders included teachers, an NGS parent, and student representative to provide suggestions for current programs and policies, their perceived impact on student learning, and any additional concerns or suggestions that were relevant to the selection and/or refinement of programs. The NGS planning team includes the lead teacher facilitators for PLCs in math, reading, science, and social studies. The NGS planning team also included one K-2 teacher to represent kindergarten through second grade. PLCs take place throughout the school year with a minimum of 10 meetings. This allows frequent opportunities for teachers to interpret data analysis, strategize, and provide continuous feedback into progress towards goals. All NGS planning team members are present during the development of the major goals of the plan after data analysis is completed and provide additional suggestions or considerations to meet specific areas of need. The NGS administrators created Data Review PowerPoints and met with planning team members to guide reflection and accept stakeholder feedback and input. The Data Review PowerPoints compared NGS 2024-2025 data to the previous year's data, CORE region data, state data, and MasteryConnect/TCAP comparison data. This strategy provided teachers the opportunity to reflect and make connections on various forms of data. Ongoing data is collected and made available to all team members to discuss the progression and revision of aligned plan goals. This discussion takes place throughout the year during monthly district data or administrative meetings, teacher-led PLC meetings, and quarterly plan data meetings. Parent and student representatives are included in the decision-making process when revisions are made. Parent feedback is collected through surveys regarding the direction of programs or new offerings to gauge interest and concerns when appropriate.

For the 2026-2027 school year, district-level staff will review data over the summer to share with committee members and stakeholders at the beginning of the school year. The committee will convene in October to discuss the most up-to-date data from Data Review PowerPoints comparing NGS 2025-2026 data to the previous year's data, CORE region data, state data, and MasteryConnect/TCAP comparison data. Stakeholders will be invited to attend this meeting. Those unable to attend will receive minutes and notes from the session. Following this meeting, committee members will meet with their grade-level or subject teams with a targeted agenda to review the data. The committee will reconvene in February to further to discuss the most up-to-date available data to further develop, implement, and revise the current plan. Once again, committee members will meet with their grade-level or subject teams in February with a targeted agenda to review the data. Stakeholders will be invited to attend these sessions. A final review of the plan will be scheduled in April where all committee members and stakeholders may attend. This last meeting for the year will utilize current data to further develop, implement, and revise the current plan.

For the 2027-2028 school year, district-level staff will review data over the summer to share with committee members and stakeholders at the beginning of the school year. The committee will convene in October to discuss the most up-to-date data from Data Review PowerPoints comparing NGS 2026-2027 data to the previous year's data, CORE region data, State data, and MasteryConnect/TCAP comparison data. Stakeholders will be invited to attend this meeting. Those unable to attend will receive minutes and notes from the session. Following this meeting, committee members will meet with their grade-level or subject teams with a targeted agenda to review the data. The committee will reconvene in February to further to discuss the most up-to-date available data to further develop, implement, and revise the current plan. Once again, committee members will meet with their grade-level or subject teams in February with a targeted agenda to review the data. Stakeholders will be invited to attend these sessions. A final review of the plan will be scheduled in April where all committee members and stakeholders may attend. This last meeting for the year will utilize current data to further develop, implement, and revise the current plan.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

As required under ESSA Title IV, Part A §4106(d)(1)(A), describe the district's vision of a well-rounded education and how it will ensure all students have access to those courses, activities, and programs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the district's vision for a well-rounded education and how that might evolve over the next three years;
- a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the district's vision;
- actions the district will take over the next three years to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the district's vision; and
- specific local, state, and federal funding sources (including Title IV, Part A program funds), that support the district's efforts.

To positively impact student achievement and growth in all curricular programs.

- Utilize high-quality instructional materials to maximize outcomes for all learners.
- Utilize high-quality/effective teaching strategies to engage all learners.
- Utilize a variety of data to effectively set goals, expectations, and plan instruction for all learners.
- Utilize a variety of interventions, necessary scaffolds, and identification of learning gaps to support all learners.
- Utilize high-quality assessment data to evaluate outcomes for all learners.

To effectively integrate well-rounded educational opportunities.

- Maintain a S.T.E.M. designation.
- Continue student engagement with CTE learning pathways.
- Expand opportunities for computer science instruction.
- Implement trainings for staff and students on internet safety and the use AI.
- Address student needs using appropriate supports(may include touch screen laptops, pens that read text aloud, text to speech options, and more).
- Continue opportunities for students access to athletic and extracurricular programs.

To recruit, retain, and develop a high-quality staff.

- Provide professional development based on individual staff needs.
- Provide a high-quality mentorship program, opportunities for teacher leadership, and professional growth pathways.
- Provide a competitive salary schedule to recruit and retain a high-quality staff.

To enhance communication, collaboration, and involvement with school stakeholders, local organizations, and business leaders.

- Provide regular opportunities for family/community engagement with the school.
- Provide regular opportunities for stakeholder partnerships with the school.
- Provide regular opportunities for stakeholder communication with the school.
- Continue to grow the Family Resource Center started in 2025 to encourage additional opportunities for parent/family/stakeholder engagement with the school.

To maintain and enhance academic spaces and facilities.

- Maintain a clean, positive, safe, and dynamic campus.
- Maintain/replace infrastructure components.
- Maintain/replace equipment as it becomes outdated or ineffective.
- Maintain, upgrade, and/or enhance existing facilities.

It is the vision of the district that all students receive a well-rounded education that includes enrichment courses in the fine arts, physical activity, technology education, and an enriched STEM education to support science and math achievement. Additionally, the district supports extracurricular activities that address the various populations of our district, encouraging the formation of additional groups that broaden the engagement of a variety of learners.

All students in grades K-8, including SWD, attend a variety of enrichment courses for 45 minutes each day. This is part of every students daily/weekly schedule rotation, ensuring that all students have access to the same enrichment courses/activities as their peers. While students in kindergarten attend physical education each week, students in grades 1-8 attend the following classes in addition to their core subjects:

- Two 45 minute physical education classes per week
- Weekly guidance/library
- One semester each of weekly art and music
- Weekly STEM class is added for grades 5-8; bi-weekly for grades 3-4.

SWD participate in enrichment courses with their grade level peers, as well as receive opportunities for additional visits to these courses as a cohort. Students travel by homeroom to enrichment courses, receiving any necessary supports or accommodations that are needed. All enrichment teachers are provided information to support the various needs of their students, including IEP, ILP, 504, behavior plans, and other learning plans. Educational assistants travel with SWD when necessary to facilitate their participation in the courses.

Students in grades 6-8 participate in CTE courses including career readiness, career advertising and planning, and career exploration. Students complete two 9-weeks of CTE and two 9-weeks of Computer Science.

All of the classes mentioned above are funded with state and local funds.

In addition to classes offered during the normal school day the district also offers the following after school educational experiences:

- Historical Society
- Grub Club (after school horticulture, agriculture and botany)
- Guitar Club
- Robotics for grades 4-8 (paid with Federal Funds- Title IV)
- Tutoring (paid with Federal Funds- Title IV)
- 4-H
- Beta Club for grades 7-8
- Builders Club
- Annual Staff
- Safety Patrol
- Various sports teams (volleyball, cross country, basketball, golf, cheer, and dance)

- Choir
- Band

These programs are paid using federal (Title IV), state, and local funds (to continue as presently funded).

Safe, Supportive, and Healthy Environments

As required under ESSA Title IV, Part A §4106(d)(1)(B), describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments in all schools and how the district will meet those needs. Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the district's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the district will implement to meet those needs over the next three years; and
- specific local, state, and federal funding sources (including Title IV, Part A) the district will utilize to provide safe, supportive, and healthy environments in schools.

Being a smaller district, chronic absenteeism numbers can fluctuate to a greater degree with only a small number of students adding to or coming off that list. For that reason, the district prioritized this as one of our goals for FY26 and will continue that goal into FY27. To address areas of concern for attendance and in an attempt to avoid an increase in the number of students chronically absent, we will use the following strategies with efforts to make this more efficient:

- An intervention committee consisting of a range of expertise related to attendance, health, guidance, discipline, etc.
- Committee will serve to identify and follow-up with students that are chronically absent.
- Parent meetings will be held as necessary.
- Attendance Awareness information will be posted to the school's social media pages.
- Attendance incentives will be provided at various points in the year

A variety of health topics (physical and mental health) are incorporated into instructional activities through guidance, PE, and sessions led by the school nurse and health coordinator. Programs such as a social skills "lunch bunch" (started in 2025) to help students who have difficulty socializing with their peers or who have increased anxiety in social situations will continue and will be expanded. Students are identified as candidates through our S-team process, where a team evaluates different social, emotional, or learning needs for struggling students. These items are supported through the use of state and local funding.

Our custodial staff will clean and sanitize all areas of the school on a daily basis. When high levels of absenteeism are reported (through attendance reports and reports of illness noted by our school nurse), additional measures will be taken to ensure that a higher level of cleaning and sanitizing occurs (with focus on "touch points" such as doorknobs), to prevent the spread of illness and lessen student absenteeism.

Title IV funds are used to staff a restorative practices classroom as well as to provide annual behavior incentive field trips for all students in grades K-8 who meet PBIS behavior goals.

Additionally, the system will continue to monitor and upgrade facilities and equipment on the campus per the system's Five-Year Strategic Plan in efforts to maintain a safe environment and meet potential areas of need in the future.

Integration and Effective Use of Technology in the Classroom

As required under ESSA Title IV, Part A §4106(d)(1)(C), describe the level of access that students have to technology as part of the instructional program and how the district ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating

technology into the instructional program. What steps is the district taking to address these challenges? Districts who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

*

- a detailed description of the level of access students have to technology across all grade bands and how the LEA intends to improve access over the next three years,
- a detailed description of how the district ensures technology is being utilized effectively by students and educators,
- a detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges, and
- specific local, state, and federal funding sources (including Title IV, Part A) that support the integration and effective use of technology.

- Grade K-8 1:1 chromebooks
- All students 3-5 attend computer science class once per week.
- All students K-2 attend computer science once every other week.
- STEM Lab with a full iPad cart
- All Students in 5-8 attend a weekly STEM lab which incorporates technology in the field of science.
- All students in 3-4 attend a bi-weekly STEM lab which incorporates technology in the field of science.
- Robotics program (continuing to expand and grow- 2026 we will have 3 teams, with plans to expand the program)
- 1:1 device access in CDC SpEd classrooms with touchscreen capabilities for students who require that accommodation.
- 1:1 large screen chromebooks for students identified with vision disabilities
- Reader pens- read printed text aloud for students who have a disability or weakness in reading- can be used with chromebooks or wired & bluetooth headphones
- iPads in music
- 1:1 iPads/laptops in ESL
- Google Education Suite for all students
- 1:1 teacher chromebooks for remote instruction
- 26 T-Mobile hotspots
- 20 Kajeet hotspots

Title I and IV monies are being used to supplement state and local funds to increase access to technology in our system. To continue our goal of being 1:1 in all grade levels, work in funding was necessary. Opportunities to take part in reduced cost contracts, leasing, and other avenues have been prioritized.

Additionally, the district is continuing with the implementation of a three-year technology plan with specific goals aligned to student outcomes. The district will annually review this plan and update it as necessary. This includes monitoring and support for technology, maintenance/replacements, and review of supporting current needs. Teachers include technology utilization as part of their weekly lesson plans. Students receive technology training weekly to support utilization in the classroom. A variety of assessments are required to be administered on Chromebooks, encouraging additional familiarity/utilization and allowing for another layer of monitoring that effective usage is taking place that supports student learning.

Technology training and follow-up support is provided to all teachers for the implementation of new instructional technologies and assessment tools, as well as for general refreshers as tools become more utilized. This is also based upon observed practices in utilizing technologies as observed by the district and school administrators during semester observations, weekly lesson plan checks, and monthly walkthroughs. Typically, training is conducted at the beginning of the year, once mid-year during a professional development day, and through other peer-led sessions that are offered at various times as the need arises. Further follow-up training tools, videos, and PDFs are sent to teachers regularly, as well as provided in Google Drive, for referencing anytime.

The district continues to implement the program, GOGuardian, for teachers to easily monitor student activity on devices in the classroom. The district will continue to look for research-based instructional programs that embed technology skills as technology literacy remains important to the district.

Students will complete the three units of Kira Learning by the end of 8th grade to prepare them for their high school computer science courses. Additionally, the district will be implementing career courses as part of the Innovative School Models (ISM) grant funding. Funding applications have been submitted that provide for sustainability of these courses beyond the life of the grant. These applications also include purchases of updated Chromebook devices for student learning.

A portion of Title IV monies have been allocated to technology teacher training. This training is teacher/supervisor led and teacher attended. It covers a variety of technology topics based on needs gleaned from the professional development needs survey.

Goal 1: Grade 3 ELA (Required)

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☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 70.4 %	of students will score proficient on the 3rd grade TCAP by	* Year 2029
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* Grade 3 ELA TCAP: 40.4% to 50.4%	* - TCAP Data
2027-28	* Grade 3 ELA TCAP: 50.4% to 60.4%	* - TCAP Data
2028-29	* Grade 3 ELA TCAP: 60.4% to 70.4%	* - TCAP Data

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Standards-aligned and skills-based curricular materials to positively impact student achievement and growth in all curricular programs. Teacher training opportunities through professional development on and off campus Utilize high-quality instructional materials to maximize outcomes for all learners. Utilize high-quality/effective teaching strategies to engage all learners. Utilize a variety of data to effectively set goals, expectations, and plan instruction for all learners. Utilize a variety of interventions, necessary scaffolds, and identification of learning gaps to support all learners. Utilize high-quality assessment data to evaluate outcomes for all learners. Utilize a variety of interventions, necessary scaffolds, and identification of learning gaps to support all learners.	- Teacher Trainings - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program/Material	\$ 133,500.00	- Professional Development - \$12,500 (Federal) - Lead Teachers - \$4,000 (Federal)

Effective RTI2 program, use of systems of intervention, & tutoring Address student needs using appropriate supports NGS will use the Tennessee Universal Screener through aimswebPlus (reading and math; fall, winter, spring), along with classroom data, to determine appropriate Tier I, II, or III supports. Data teams-composed of teachers, RTI interventionists, administrators, and specialists-will meet after each screening window and every 4.5 weeks to evaluate student progress and adjust plans. All Tier II and III students will receive targeted interventions with clearly defined plans (area of need, intervention, frequency), weekly progress monitoring, and aligned tutoring to reinforce critical skills. Families will receive regular updates every 4.5 weeks and with report cards. Intent: Ensure early identification, targeted intervention, and increased instructional time to move more 3rd grade students to TCAP proficiency.	- Universal Screener - Data Team Meetings - RTI Class Assignments - Data Review, Progress Monitoring - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program Effectiveness Assessment	\$ 3,100.00	
Effectively integrate well-rounded educational opportunities. Expand opportunities for computer science and S.T.E.M instruction. Continue to improve our student access to new technology	- Achieve and maintain a S.T.E.M. designation. - Student engagement with CTE learning pathways. - Data Review - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program Effectiveness Assessment - Registration and outcomes of CTE and S.T.E.M. extracurricular activities	\$ 24,100.00	- ISM Grant (Final) - \$75,000 - Robotics Stipend - \$2,400 (Federal)

Goal 2

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Goal 2

By May 2029, Newport City Schools will increase the percentage of students who are meeting or exceeding expectation in K-8 math outcomes for all students, economically disadvantaged students, and students with disabilities.

- K-2 scoring at or above the national norm on Aimsweb:

K - 2 grade-band average: 75% to 81%

- K: 70% to 76%
- 1st: 79% to 85%
- 2nd: 75% to 81%

- Meets or Exceeds on the Math TCAP:

o 3rd - 5th grade:

All Students - 33% to 39%

ED - 24.2% to 30.2%

SWD - 39.5% to 45.5%

o 6th - 8th grade:

All Students - 42% to 48%

ED - 23% to 29%

SWD - 9% to 15%

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* K - 2: All Students: 75% to 77% - K: 70% to 72% - 1st: 79% to 81% - 2nd: 75% to 77% o 3rd - 5th grade: All Students - 33% to 35% ED - 24.2% to 26.2% SWD - 39.5% to 41.5% o 6th - 8th grade: All Students - 42% to 44% ED - 23% to 25% SWD - 9% to 11%	* - TCAP Data - Aimsweb Data

2027-28	* K - 2: All Students: 77% to 79% - K: 72% to 74% - 1st: 81% to 83% - 2nd: 77% to 79% o 3rd - 5th grade: All Students - 35% to 37% ED - 26.2% to 28.2% SWD - 41.5% to 43.5% o 6th - 8th grade: All Students - 44% to 46% ED - 25% to 27% SWD - 11% to 13%	* - TCAP Data - Aimsweb Data
2028-29	* K - 2: All Students: 79% to 81% - K: 74% to 76% - 1st: 83% to 85% - 2nd: 79% to 81% o 3rd - 5th grade: All Students - 37% to 39% ED - 28.2% to 30.2% SWD - 43.5% to 45.5% o 6th - 8th grade: All Students - 46% to 48% ED - 27% to 29% SWD - 13% to 15%	* - TCAP Data - Aimsweb Data

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Effective RTI2 Program Address student needs using appropriate supports NGS will implement a data-driven RTI ² model using aimswebPlus and classroom data to identify student needs and provide Tier I, II, and III supports. Ongoing data team cycles every 4.5 weeks will ensure instruction and interventions are adjusted based on student progress. Targeted math interventions and tutoring will address specific skill deficits, while differentiated Tier I instruction will support all learners. Intent: Close skill gaps, extend learning for all students, and strengthen home-school partnerships to improve overall math outcomes and TCAP performance.	- Universal Screener - Data Team Meetings - RTI Class Assignments - Data Review - Progress Monitoring	\$ 1,000.00	
Use of Systems of Intervention and Enrichment Enrichment opportunities will extend learning for students meeting expectations, and families will be engaged through regular communication and resources to support math at home. Intent: Close skill gaps, extend learning for all students, and strengthen home-school partnerships to improve overall math outcomes and TCAP performance.	- Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program Effectiveness Assessment	\$ 0.00	
Standards-Aligned and Skills-Based Curricular Materials Positively impact student achievement and growth in all curricular programs. Utilize high-quality instructional materials to maximize outcomes for all learners. Utilize high-quality/effective teaching strategies to engage all learners. Utilize a variety of data to effectively set goals, expectations, and plan instruction for all learners. Utilize a variety of interventions, necessary scaffolds, and identification of learning gaps to support all learners. Utilize high-quality assessment data to evaluate outcomes for all learners.	- Teacher Trainings - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program/Material	\$ 157,000.00	- Lead Teachers - \$1,000 (Federal)

Improving family engagement opportunities to help parents support students with learning outside of school. Parents will be given an annual needs survey to allow for reflection on the past year's offerings and provide opportunities to identify needs. The survey results along with the data analysis completed by district personnel and committee members will be used to build parent sessions around both parent need and academic needs as identified through annual district data trends. Academic achievement activities in both reading and math are always included in parent involvement sessions as well as sessions addressing issues with ELL and special populations. Examples of topics that will be included (but not limited to) are interpreting aimswebPlus data, utilizing aimswebPlus data to work on skill deficits at home, math fact fluency, and kindergarten readiness to reinforce the "Build to Third" initiative.	- Contacts made by Family Resource Center - Family engagement events hosted by Family Resource - Dojo parent contacts and announcements	\$ 2,700.00	
Providing qualifying students with instructionally appropriate IEPs and ensuring each teacher has access to the goals and accommodations to increase student educational outcomes. Teacher training on implementing IEP accommodations and strategies	- IEP at a glance provided to all teachers for qualifying students - IEP goal progress reports - Teacher Trainings - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices	\$ 0.00	- Professional Development - \$15,000 (Federal)

Goal 3

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Goal 3

By May 2029, Newport City Schools will increase the percentage of students who are meeting or exceeding expectation in K-8 ELA outcomes for all students, economically disadvantaged students, and students with disabilities.

- K-2 scoring at or above the national norm on Aimsweb:

K - 2 grade-band average: 85% to 91%

- K: 85% to 91%
- 1st: 84% to 90%
- 2nd: 85% to 91%

- Meets or Exceeds on the ELA TCAP:

o 3rd - 5th grade:

All Students - 45% to 51%
ED - 27.4% to 33.4%
SWD - 16.3% to 22.3%

o 6th - 8th grade:

All Students - 53% to 59%
ED - 50.8% to 56.8%
SWD - 0% to 6%

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* K-2: All Students - 85% to 87% - K: 85% to 87% - 1st: 84% to 86% - 2nd: 85% to 87% 3-5: All Students - 45% to 47% ED - 27.4% to 29.4% SWD - 16.3% to 18.3% 6-8: All Students - 53% to 55% ED - 50.8% to 52.8% SWD - 0% to 2%	* - TCAP Data - Aimsweb Data

2027-28	* K-2: All Students - 87% to 89% - K: 87% to 89% - 1st: 86% to 88% - 2nd: 87% to 89% 3-5: All Students - 47% to 49% ED - 29.4% to 31.4% SWD - 18.3% to 20.3% 6-8: All Students - 55% to 57% ED - 52.8% to 54.8% SWD - 2% to 4%	* - TCAP Data - Aimsweb Data
2028-29	* K-2: All Students - 89% to 91% - K: 89% to 91% - 1st: 88% to 90% - 2nd: 89% to 91% 3-5: All Students - 49% to 51% ED - 31.4% to 33.4% SWD - 20.3% to 22.3% 6-8: All Students - 57% to 59% ED - 54.8% to 56.8% SWD - 4% to 6%	* - TCAP Data - Aimsweb Data

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Effective RTI2 Program Address student needs using appropriate supports NGS will utilize aimswebPlus and classroom data to provide targeted literacy instruction across all tiers. Data teams will meet regularly to analyze screening and progress monitoring data and adjust instruction accordingly. Tier II and III students will receive structured, skill-specific interventions with weekly monitoring and targeted tutoring focused on foundational literacy and comprehension skills. Intent: Accelerate literacy development, address foundational skill gaps, and increase the percentage of students achieving TCAP proficiency.	- Universal Screener - Data Team Meetings - RTI Class Assignments - Data Review - Progress Monitoring	\$ 2,100.00	
Use of Systems of Intervention and Enrichment Differentiated Tier I instruction and enrichment opportunities will ensure all students continue to grow, while ongoing family communication will support literacy development beyond the classroom. Intent: Accelerate literacy development, address foundational skill gaps, and increase the percentage of students achieving TCAP proficiency.	- Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program Effectiveness Assessment	\$ 0.00	
Standards-Aligned and Skills-Based Curricular Materials Positively impact student achievement and growth in all curricular programs. Utilize high-quality instructional materials to maximize outcomes for all learners. Utilize high-quality/effective teaching strategies to engage all learners. Utilize a variety of data to effectively set goals, expectations, and plan instruction for all learners. Utilize a variety of interventions, necessary scaffolds, and identification of learning gaps to support all learners. Utilize high-quality assessment data to evaluate outcomes for all learners.	- Teacher Trainings - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices - Program/Material Effectiveness and Assessment	\$ 50,000.00	- Lead Teachers - \$1,000 (Federal)

Improving family engagement opportunities to help parents support students with learning outside of school. Parents will be given an annual needs survey to allow for reflection on the past year's offerings and provide opportunities to identify needs. The survey results along with the data analysis completed by district personnel and committee members will be used to build parent sessions around both parent need and academic needs as identified through annual district data trends. Academic achievement activities in both reading and math are always included in parent involvement sessions as well as sessions addressing issues with ELL and special populations. Examples of topics that will be included (but not limited to) are interpreting aimswebPlus data, utilizing aimswebPlus data to work on skill deficits at home, third grade ELA requirements, and kindergarten readiness to reinforce the "Build to Third" initiative.	- Contacts made by Family Resource Center - Family engagement events hosted by Family Resource - Dojo parent contacts and announcements	\$ 2,700.00	
Providing qualifying students with instructionally appropriate IEPs and ensuring each teacher has access to the goals and accommodations to increase student educational outcomes. Teacher training on implementing IEP accommodations and strategies	- IEP at a glance provided to all teachers for qualifying students - IEP goal progress reports - Teacher Trainings - Data Collection - Lesson Plan Checkpoints - Walk-through/ Observations of Teaching Practices	\$ 0.00	- Professional Development - \$5,800 (Federal)