



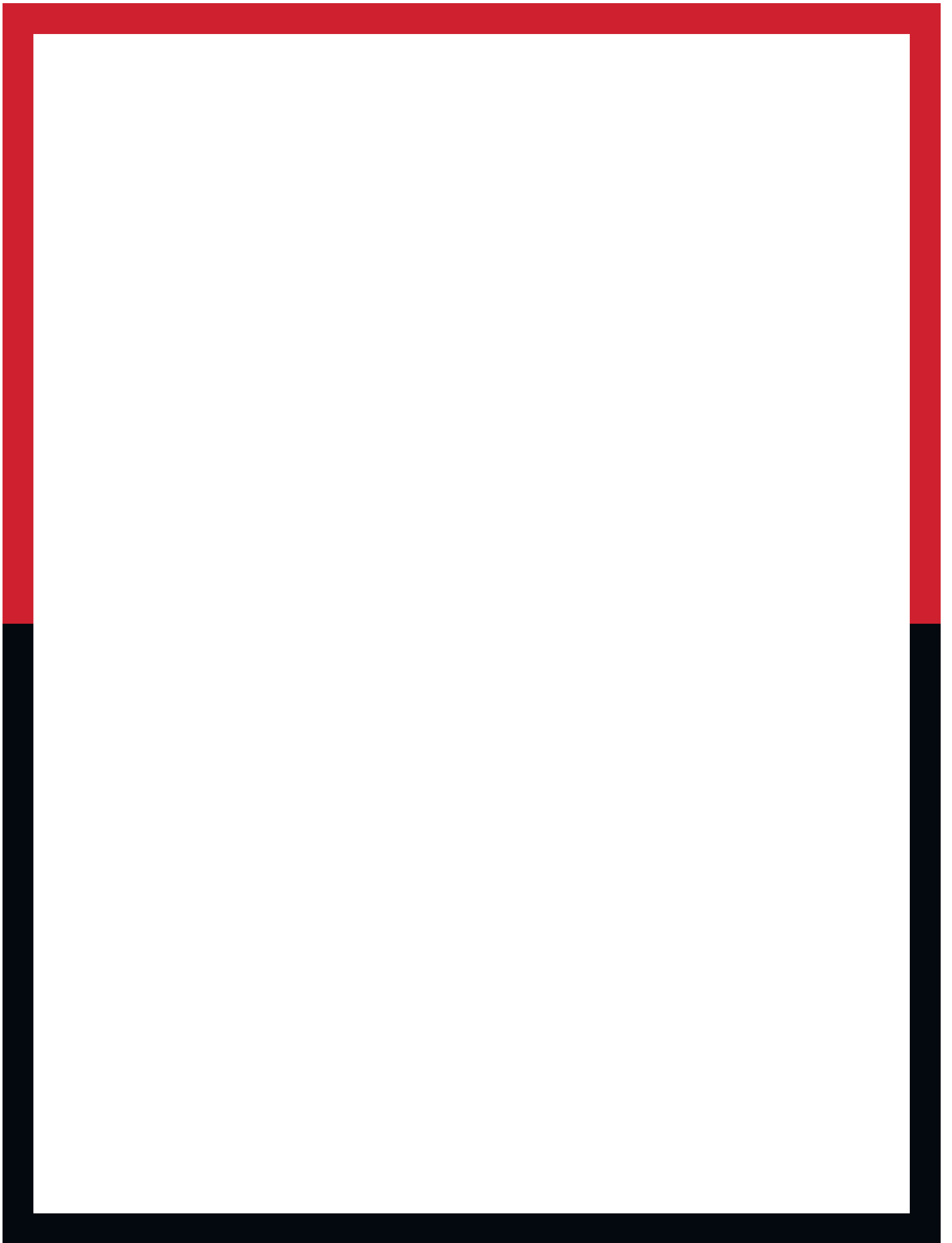
Newport School
District



Strategic Plan

2024-2029

Support, Educate, and Inspire... Every Griz, Every Day



Staff, Students, Families, and Community,

Thank you for taking the time to review the 2024-2029 Newport School District Strategic Plan. On December 6th, 2023, over 60 individuals met at the Camas Center for the purpose of creating goals and action plans for continuous school district improvement over the next five years. Participants included school district staff, students, and parents, school board directors, Newport Parent Teacher Organization, Maws & Paws Booster Club, and representatives from: Pend Oreille County (POC) Counseling, the Sheriff's Office, Emergency Management, the Newport Police Department, Pend Oreille Utility District, Educational Service District 101 School Safety Coordinators, local business owners, and safety consultants.

The strategic planning committee focused on the following four areas: *(1) Curriculum, Instruction, and Assessment; (2) Safe and Supportive Schools; (3) Facilities and Technology; and (4) Parent and Community Engagement.* Committee members were placed in groups based on their interest or professional expertise. Prior to the meeting, committee members were provided with current school district data and information specific to their assigned focus. Each group's goal was to evaluate current district data, practices, and progress and progress outside of our district to create goals and action plans that ensure continuous improvement.

As you review the strategic plan document, you will see that each of the four areas has:

- ***Our Aim and Vision:*** Statement of what we intend to do and be as a result of our work
- ***What It Means:*** What specifically our aim and vision mean to our schools
- ***What It Looks Like:*** When achieved, how does this characteristic live and look like within our schools
- ***Goals:*** You will see then that each committee created three or four goals to be achieved for each aim and vision
- ***Key Component Indicators:*** Specific actions that must be taken for the goal/characteristic to be achieved

It is important to note that this strategic plan is a five-year plan and, as such, a working document that will be reviewed and adjusted over time. Our goal is to review the plan, provide updates on progress, and make additions when necessary. Additionally, some action items are subject to funding and board approval. Please be assured that this is not a document that we will place on a shelf. Although this plan was created in December for the following five years, we are already actively working on several of the listed action items.

Our Board of Directors, our principals, and I want to thank all of the individuals who took the time to participate in this strategic planning process. We greatly appreciate your guidance and willingness to share your observations and expertise.

Sincerely,
Dave Smith
Superintendent

Curriculum, Instruction, and Assessment

Jenny Erickson
Principal
Stratton Elementary

Connie Moore
School Board Vice Chair

Saraya Pierce
Special Programs Director

Todd Matthews
English Teacher
Newport High School

Suzy Gamma
3rd Grade Teacher
Stratton Elementary

Bonita Wilkinson
Highly Capable Teacher
Sadie Halstead/Stratton Elementary

Rose Low
Parent
PTO

Dee Newlum
Parent

Lori Hunt
Spokane Community Colleges
Parent

Stephanie Cash
Parent

Janel Waterman
Parent

Jackson Coston
Sadie Halstead Middle School Student

Roxann Wrynn
Newport High School Student

Safe and Supportive Schools

Safe Schools
Steve Bouldin
Principal
NHS

Rick Hughes
School Board Director

Steven Munson
Band & Choir Teacher
NHS/SHMS

John Holifield
SPED Paraeducator
SHMS

Sara Norton
Teacher
PORS

Questin Youk
POC Sergeant

Todd Aannerud
SRO

Salliejo Evers
Safety Coordinator
NEWESD 101

Jerrie Newport
Safety Coordinator
NEWESD 101

Tag Baugh
Parent
Spokane Fire Department

Brett Shults
Parent

Joann Boggs
POC Emergency Management Director

Alan Botzheim
Selkirk School District Security

Supportive Schools
Sarah Theal
School Counselor
SHMS

Chayce Lysek
School Counselor
Stratton

Susan Baker
School Counselor
NHS

Pepi Storro
District R.N.

Kelly Boyer
SAP

Alicia Bell
Population Health
NHHS

Beverly Sarles
POC Coalition Coordinator

Chandra Schneider
3rd Grade Teacher
Stratton

Keaton Shults
SHMS Student

Norah Christie
NHS Student

Engaged Students, Parents and Community

Tony Moser

*Principal
Sadie Halstead Middle School*

Larry Sauer

School Board Director

Melissa Smith

*Spanish/Financial Literacy Teacher
Newport High School*

Lisa Bradbury

*Academic Prep/English Teacher
Newport High School*

Kim Marsh

*5th Grade Teacher
Newport High School*

Noah Ziemann

*P.E. Teacher
Sadie Halstead Middle School*

Amber Swain

*Teacher
PORS*

Trina Roberts

*Title I/LAP Teacher
Stratton Elementary*

Margo Casteel

*Parent
PTO President*

Michelle Nedved

*Parent
Publisher, The Newport Miner*

Sarah Kramer

Family Crisis Network

Christy Parry

*Parent
Sadie Halstead Middle School*

Tyson Nunley

Sadie Halstead Middle School Student

Flavi Stutsman

Newport High School Student

Technology and Facilities

Scott Armstrong

*Maintenance Supervisor
Newport School District*

April Owen

School Board Chair

Chris Altmaier

*Technology Director
Newport School District*

Debra Buttrey

*Business Manager
Newport School District*

Sheila Myrvang

*Nutrition Supervisor
Newport School District*

Brandon McDaniel

*Auto Tech Teacher
Sadie Halstead/Newport High School*

Holly Waterman

Newport High School Student

Elanna Philipoff

*STEM Teacher
Stratton Elementary*

Laura Verity

*Parent
Director of External Affairs Merkle Standard*

Samantha Mundy

*Parent
Youth Sports Board Member*

Ivan Poisel

Community Member

Payton Bennett

Sadie Halstead Middle School Student

Mason Hirst

Sadie Halstead Middle School Student

Facilities and Technology

OUR AIM AND VISION



To ensure curricular and extracurricular spaces can support the educational goals, skills, and talents of our students.

What it Means The school buildings and exterior physical spaces can support the wide range and growing educational and extracurricular programs of the Newport School District.

What it Looks Like Students are housed in school buildings that are educationally sound and environmentally safe. School buildings can support the educational programs both current and future.

Goals Areas that have been prioritized within the aim and contain specific goals

Educational Spaces	Expanding Programs	Athletic Facilities/Fields
<ul style="list-style-type: none"> 1. Spaces are engaging and safe 2. District planning for potential growth and annual building maintenance 3. Established and approved facilities plan 4. Evaluate funding avenues facilities improvements 	<ul style="list-style-type: none"> 1. Home Link 2. Pend Oreille River School 3. Career and Technical Education 	<ul style="list-style-type: none"> 1. Improvement of elementary and middle school fields and practice areas 2. Expansion of fields due to increasing school and youth athletic programs. 3. Increased collaboration between school and youth programs

Facilities and Technology

KEY COMPONENT INDICATORS

Educational Spaces

Action Item #1 - Study and Survey - Apply for Study and Survey grant for the purpose of evaluating the interior and exterior physical spaces April of 2024. The Study and Survey will be conducted by a chosen architectural firm and will: Ensure school buildings and facilities can support the district's educational programs. Ensure student capacities of the school buildings are matched to the expected number and location of students. Ensure students are housed in school buildings that are educationally sound and environmentally safe. Record physical plant problems and identify solutions to extend life buildings. Identify facility safety and security deficiencies.

Action Item #2 - Facilities Committee - Convene a facilities committee in the fall of 2024 for the purpose of evaluating the comprehensive study and survey results. Facilities committee will work with the chosen architect to create a district facilities improvement plan and will make recommendations to the board regarding long-term facilities planning.

Action Item #3 - Capital improvement funding Sources - Facilities Committee and board of directors engage in discussion in November of 2024 around capital or bond measures to fund recommended facility improvements.

Expanding Programs

Action Item #1 - Home Link - Due to increased enrollment in our Home Link program, in the spring of 2024 evaluate options for increasing spaces that can be utilized for academics, supplemental courses as well as physical education. In addition, engage in discussions with the facilities committee around long-term planning for the Home Link program.

Action Item #2 - Pend Oreille River School - In the spring of 2024 notify the owner of the current Pend Oreille River School location of our intention to vacate and not renew the lease for the 2024 - 2025 school year. Evaluate options for funding for a portable or portables to be placed on the district owned property on 1st street. Engage in discussions with the facilities committee around long-term facility and program goals for the Pend Oreille River School.

Action Item #3 - Career and Technical Education - Address immediate need for housing for the Auto Tech program. Evaluate spaces that are being underutilized to house other programs. Evaluate Fire Science building as practical space for other needs such as Home Link, Auto Tech, and maintenance. Through the study and survey process, discuss programs such as auto tech and fire science and potential inclusion into the current high school building.

Athletic Facilities/Fields

Action Item #1 - Field improvements - Top dress soil and seed practice fields that have uneven surfaces and deteriorated turf due to long term use. Have middle school fields surveyed, and a quote provided to bring surface to level to expand soccer field use improvement of baseball and softball field.

Action Item #2 - Collaborate with Pend Oreille Youth Sports Association to expand areas for competition. Research available grants to improve field conditions and the possibility of adding lighting to the elementary and middle school fields to lengthen the daily use.

Action Item #3 - Collaborate with the Pend Oreille Youth Sports Association board annually to improve processes for facility use for fall, winter, and spring sports.

Curriculum, Instruction, & Assessment

OUR AIM AND VISION



NSD Curriculum, Assessment and Instruction are aligned with standards and provide high levels of rigor for all students.

What it Means

Curriculum in the NSD is planned around academic learning requirements. Research-based strategies are utilized in the classroom. Assessments are aligned to planned curriculum and standards. Instruction is not only aligned to standards, but also varied according to student needs. Consistent frameworks are used in developing curriculum, with focus on big picture ideas, essential questions, student learning outcomes, assessment of learning, and instructional practices. Formative assessments (assessment FOR learning) and summative assessments (assessment OF learning) are both used effectively.

What it Looks Like

Curriculum is aligned to state standards and between grade levels. Curriculum and instruction are based on best practice research. Instruction is focused on high expectations, and is personalized, based upon individual student needs. Culturally responsive teaching strategies are utilized. Assessments (formative and summative) line up with what is intended to be learned. Grading primarily reflects student learning instead of other things. Students are directly involved in assessing their own learning.

Goals Areas that have been prioritized within the aim and contain specific goals

Effective Use of Curriculum	Effective Instruction	Effective Use of Assessment
<ol style="list-style-type: none"> 1. Curriculum aligned to standards. 2. A systematic review of content curriculum K-12. 3. Develop Tier 1 Social Emotional Learning for all students K12. 4. Incorporate Educational Technology Learning Standards. 	<ol style="list-style-type: none"> 1. Ensure effective instruction across content areas. 2. Incorporate Reading, Writing, Speaking, and listening across curriculum areas. 3. Use Interim Testing to drive instruction. 4. Address Technology Learning standards at all grade levels. 	<ol style="list-style-type: none"> 1. Support Interim Testing to prepare students for Standard Based Assessments. 2. Analyze Interim and SBA data to drive instruction. 3. Increase Stakeholders' knowledge about SBA testing. 4. Decrease the number of students opting out of SBA testing.

Curriculum, Instruction, & Assessment

KEY COMPONENT INDICATORS

Effective Use of Curriculum

Action Item #1 - Develop a Curriculum Adoption Committee and develop a systematic rotation to review the current needs for curriculum annually.

Action Item #3 - Utilize Professional Learning Committee (PLC) time to ensure current and newly adopted curriculum is aligned vertically.

Action item #4 - Utilize PLC time to ensure the newly adopted English language arts and math curriculum is implemented across grade levels with fidelity.

Action Item #3 - Develop and or adopt Social Emotional Learning (SEL) curriculum based on the established Office of the Superintendent of Public Instruction SEL standards

Action Item #4 - Increase SEL instruction K - 12 with a strong transition between buildings and grade levels.

Action Item #4- Increased focus on students mastering grade level Technology Learning Standards.

Effective Instruction

Action Item #1 - Continue to Implement district wide instructional strategies vertically and across curricular areas that focus on: Depth of knowledge, development of deep-thinking skills, writing across curriculums, and subject areas using critical thinking and analysis.

Action Item #2 - Fall of 2024 Provide professional development on revised student growth goals (SGG).

Action Item #3 - Utilize revised student growth goals to improve instructional strategies and student achievement through collaboration with teaching peers and principals.

Action Item #4- Continue to utilize the Instructional Leadership Team (ILT) to assist administration in continuous instructional improvement efforts.

Effective Use of Assessment

Action Item #1 - 2024 Administrators receive professional development on Criterion three (planning with data) of the Association of Washington State Principals Framework (AWSF) to: 1. Develop a culture across the district where student data is used regularly for district, school, and student achievement. 2. Increase the use of district data to increase student achievement and well-being. 3. Create a culture with students and parents where assessments are seen as a tool for student learning.

Action Item #2 - Spring of 2024 engage in professional development focused on analyzing Smarter Balanced Assessment (SBA) and Interim Based Assessment (IBA) data to improve instruction and identify areas of weaknesses across grade levels and content areas.

Action item #3 Spring of 2024 ILT develop professional development and PLC content focused on utilizing student achievement data for the purpose of improving instruction and focusing on improving writing across subject areas.

Action Item #4 - Fall of 2024 teachers receive professional development on the development and use of IBA's to monitor student learning and adjust instruction.

Action Item #5 - Fall of 2024 buildings will convene school improvement committees to include students, parents, and teachers for the purpose of analyzing school level data to create meaningful goals and actionable items.

Family, Community, & Student Engagement

OUR AIM AND VISION



To create a high level of family, community, and student involvement.

What it Means

Students, parents, and school staff all feel a sense of responsibility in the educational process. Community involvement is evident through formal partnerships and informal relationships and activities. A wide range of parents, and high numbers of parents are engaged in schools. Parents are involved in various ways of engaging in schools

What it Looks Like

A broad range of parents and community members have active voices in school improvement processes. Parents understand their important roles, why they should be involved, and what they can contribute. School staff understand the importance of family engagement and create opportunities for their involvement. Parents are offered training and assistance in the roles they can play. Parents are “recruited” from a wide range of groups to serve in key roles. There is frequent use of diverse means to engage parents with communication vehicles and opportunities for involvement.

Goals Areas that have been prioritized within the aim and contain specific goals

Recognize & Acknowledge	Avenues & Voice	Grizzly Family
<ol style="list-style-type: none"> 1. Positive praise/celebrations 2. Meeting others where they are 3. Group & Personal connections 	<ol style="list-style-type: none"> 1. Group & individual discussion 2. Student voice goals & strategies 3. Family Engagement Coordinators 	<ol style="list-style-type: none"> 1. Coordinator & Admin meetings 2. Growing the PTO 3. Joyful School Environments

Family, Community, & Student Engagement

KEY COMPONENT INDICATORS

Recognize & Acknowledge

Action Item #1 - Fall 2024 - Creating systems in each building for consistent and frequent positive praise and celebrations, both in large and small group settings, communications to parents, and in awards celebrations. Building principals will work with student and teacher leaders to develop these systems to be implemented and refined annually.

Action Item #2 - Fall 2024 & annually - Emphasizing with new staff, current staff, and across all programs the importance of meeting students, families, and colleagues where they are. Meeting others includes where they are by physically greeting others in a welcoming manner, where they are academically with programs to foster growth, and where they are emotionally by providing individual connection and empathy.

Action Item #3 - Annually - School, district, and community-wide communications and surveys will continue. We will also seek a personal connection for each member of the Grizzly Family (students, families, staff, and the community).

Avenues & Voice

Action Item #1 - 2024-25 school year & annually - Building-level coordinators and principals will work together to generate group discussions with student and family panels through several different formats and group sizes. Examples could include family night feedback forms in a large group and small group coffee/donut discussions.

Action Item #2 - Annually - School improvement goals will continue to include measures and strategies for activating student voice.

Action Item #3 - Annually - Parent & Family Engagement Coordinators and principals will continue to work on multiple avenues (in-person, hand-written, anonymous, in townhall meetings, private conversations, conferences, etc.) to give families a voice and connection.

Grizzly Family

Action Item #1 - Annually - Continue funding for and working with building Parent/Family Engagement Coordinators. Principals and coordinators will be meeting monthly and will begin implementing building-specific strategies for creating a welcoming environment for all families.

Action Item #2 - Fall 2024 - The Stratton PTO members are working with SHMS and NHS principals to expand the activities and benefits of PTO in the other buildings and for older students. PTO members incorporate planning for volunteers and effective parent/family involvement.

Action Item #3 - Annually - Focusing on joyful school environments for students, families, staff, and the community. Building principals and coordinators will place emphasis on the joy our Grizzly Family brings to the school environment.

Safe & Supportive Schools

OUR AIM AND VISION



To create a school district plan that improves safety across Newport School District.

What it Means

The school is a safe place, and the culture of the school promotes learning. Students feel connected to staff, and healthy relationships are valued. The school and its classrooms reflect a “warm,” caring environment. High expectations exist for staff, students, and parents. Instruction is personalized, and small learning environments exist as much as possible. School culture reflects a healthy and intellectually stimulating learning environment.

What it Looks Like

Students, parents, and staff show loyalty and bonding to the school. Good classroom management is found and contributes to learning in the classroom and overall school behavior. The school is making progress in achievement, discipline, attendance, and other key indicators. A respectful and courteous environment is seen between all stakeholders. Students take responsibility for their own learning and behavior.

Goals

Areas that have been prioritized within the aim and contain specific goals

District Building Safety	District Emergency Plans	District & Community Safety Training	District Social Emotional Learning
<ol style="list-style-type: none"> 1. Explore Single Point of Entry in all buildings 2. Create window coverings for buildings 3. Explore Outside Safety Signage of buildings 4. Create color coding of hallways in each building 	<ol style="list-style-type: none"> 1. Update all school emergency plans 2. Create emergency plans for PORS/Home Link 3. Monthly Safety Drills 	<ol style="list-style-type: none"> 1. Preplanning with Agencies for emergencies 2. Create safety week for students/parents 3. Develop Crisis Communication Plan 	<ol style="list-style-type: none"> 1. Increase communications to stakeholders regarding resources and programs that address SEL. 2. Review the Healthy Youth Survey results (SHMS & NHS) to improve district climate, environment, and perception. 3. Choose and implement a SEL curriculum for each building within 5 years.

Safe & Supportive Schools

KEY COMPONENT INDICATORS

District Building Safety

- Action Item #1 - Secure Parts and Install to create a single point of entry for all school buildings.
- Action Item #2 - Create and purchase window coverings for the front of all buildings.
- Action Item #3 - Update signage outside of all buildings to reflect state and local requirements.
- Action Item #4 - Create, assign, and purchase color coding placards for all building hallways and rooms.

District Emergency Plans

- Action Item #1 - Review district emergency plans with regards to the Standard Response Protocols for safety. Update as needed with input from administration and outside agencies including ESD101.
- Action Item #2 - Create emergency plans for PORS/Home Link buildings and staff. Annually review plans based upon additions to facility updates within the district.
- Action Item #3 - Plan and document all safety drills for all buildings in the district. Create a shared document for all administrators to document drills.

District & Community Safety Training

- Action Item #1 - Engage local and state agencies in a pre-planning meeting for emergencies.
- Action Item #2 - Create and implement “Safety Week” for students/staff/parents encompassing all buildings throughout the district.
- Action Item #3 - Explore and create Crisis Communication documents for initial responses to emergencies and the Day 2 - Now What? protocols and follow ups to emergencies

District Social Emotional Learning

- Action Item #1 - (Staff) Share the school and local resources at the New Hire orientation.
 - (Students) Advisory presentation of school and local resources.
 - (Parents/Community) Communication of school and local resources through parent letters, KUBS FM, local newspapers, social media, principal newsletters.
- Action Item #2 - Share compiled results with staff and get input/ideas for growth or improvement.
- Action Item #3 - Create committee (teachers/counselors/students) to choose and implement SEL curriculum for each building.



Newport School District • 1380 W 5th St • Newport, WA 99156

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Newport School District Non-Discrimination Statement

Newport School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. . The following employee has been designated to handle questions and complaints of alleged discrimination:

Superintendent David E. Smith, Jr,
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Support, Educate, and Inspire... Every Griz, Every Day