

## 2019-20 NHS Phase Three: Executive Summary for Schools

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**Newport High School**  
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## 2019-20 Phase Three: Executive Summary for Schools

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#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The City of Newport, population 15,020, is a diverse community, a bridge-length from Cincinnati, Ohio, characterized by the extremes of affluence and poverty. With an average income of only \$29,974, 33.4% of residents live in poverty compared to the state average of 18.3%. Over half, 58.8%, of the city's housing is renter-occupied compared to the state average of 30.2. 80.3% of residents at least a high school degree, and 23.2%, have a bachelor's degree or higher. The West End is a geographic region of Newport where the majority of NHS students reside. KY crime data shows the Newport, KY overall crime rate is 84% higher than the Kentucky average; and is also 58% higher compared to the national average. Based on 2018 data, Newport was rated the 6th most dangerous city in Kentucky. Newport High School is located at 900 East 6th Street in Newport, Kentucky 41071. Over the summer of 2016, Newport Independent School district merged schools to create a new structure. The district consists of a primary school that houses kindergarten through second grade; an intermediate school that houses grades three through six; and the high school that houses grades seven through twelve. Newport High School has 548 students in grades seven through twelve. We currently house about 36% of the district's student population in our building. Current student demographics for Newport High School include: F/R Status Free 83% Reduced 2% Pay 16% Gender Male 51% Female 49% Race White 52% African-American 19% Hispanic 14% 2 or More Races 14% The school district's transient rate is about 30%, and that rate is one of the highest in Kentucky. 7% of our 7th through 12th grade students are identified as homeless; an estimated 30% of our students live in subsidized housing. Over the last three years, the school district has lost an average of ~100 students each year. Homelessness, transience, and enrollment loss is partially due to gentrification in the area and subsequent residential dislocation. Expansion of the Kentucky State Route 9 Highway and business re-development also impacts low-cost housing options across the City of Newport. In October of 2018, all schools, including NHS, and the district, were identified as CSI. The district worked extensively with NHS to identify three problems of practice and determined the key core work processes of focus. Instructional shifts included:

- All teachers design daily lessons using KAS (Newport Independent Schools' adopted curriculum).
- All teachers deconstruct standards into daily learning targets (mission of the day, purpose) that are communicated and formatively assessed.
- Administrative teams develop a process to monitor the implementation of DO (in the PLAN, DO, STUDY, ACT PLC continuum) through timely classroom observations that include feedback that is high quality, actionable, and specific.
- All teachers measure the quality of core instruction based on daily formative assessment.
- All teachers use and apply varied data points (MAP, Torch Prep, Lexia, Read 180 System 44, formatives, Common Unit Assessments) to create differentiated grouping (leveled instruction).
- Administrative team will develop a "Balanced Assessment System" to determine important and relevant data points to be monitored.
- All teachers design engaging lessons that consistently embed appropriate, high impact, rigorous strategies.
- All teachers evaluate the effectiveness of their instruction by analyzing formative and common assessment data during PLCs.
- Administrative teams use the classroom observation system to monitor the implementation of AND effectiveness of engagement through classroom observation that includes feedback (quality, actionable, specific). Newport High School adopted a new PLC Protocol in which teachers and other school administrators work collaboratively to initiate, improve, and make an impact on student achievement. Within this protocol, Newport High School continued to maintain and support district initiatives including:

technology•MyPerspectives•EnVisions•Edgenuity•READ 180•Reading Plus•Scholastic Independent Reading•Project Based Learning•StemScopes•Kagan•Torch Prep. NHS underwent an audit in January 2019. The audit team determined the principal had the capacity to lead and identified three improvement priorities for NHS: 1. Engage in a data-driven continuous improvement process with school staff. Purposefully monitor, determine measurable results, and revise the school's continuous improvement plan to improve student learning. 2. Implement and monitor a school-wide, collaborative instructional process and curriculum that clearly defines high academic expectations for all students and provides supports and tools for teachers to adjust instruction to meet the individual needs of students. 3. Create a system that provides relevant, focused, and job-embedded professional learning experiences. Ensure professional learning promotes a school-wide culture of creativity, innovation, and collaborative problem-solving. Ensure that this system is grounded in professional learning that addresses individual teacher learning needs identified through authentic collaboration between building-level leaders and teaching staff. Provide sufficient time for implementation and impact, accompanied by specific mechanisms to monitor and evaluate improvements in the learning environment, student achievement, and school effectiveness. Accountability scores, released in October of 2019, resulted in NHS exiting from CSI status.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

2018-2019 In mid-July of 2018, Newport High School hired a new principal, Dr. Heather Orman. Dr. Orman began the year leading the school in creating a new mission and vision that encompassed our continuous improvement goals and ultimate success of the students. While the district's motto—We're About Kids—provides the impetus for activities like Home Visit Day, to stress the importance of relationships and the first step to a culture of success, Newport High School examined instructional priorities. The school's mission and vision had only recently been developed in collaboration with all staff. After reading, discussing, and analyzing model missions and visions, teachers participated in a mini project-based learning assignment, taking on the roles of school leadership while taking into account our current state, needs, and wants of our students: NHS Mission: We prepare, educate, and learn today to face tomorrow's challenges. NHS Vision: To provide quality, individualized instruction and supports so each student can achieve their career goals and succeed in adult life. Newport High School's learning community understands that our school's mission and vision continues to evolve with the needs of our students. In conjunction with the aforementioned, the new principal began to lay the foundation for improved learning culture and climate by identifying targeted behavior interventions; increasing the positive behavior support systems; and crafting the Wildcat Way. The new principal also created a behavior matrix to ensure fairness and consistency in implementation of consequences. A new Behavior PLC was formed, consisting of a counselor, an assistant principal, and the two behavior intervention teachers. The behavior PLC focuses on recidivism rates among in- and out-of-school suspensions and systems checks for progressive discipline. 2019-2020 Academic and behavioral systems of support functioned in isolation versus cohesively and systematically at NHS. NHS incorporated increased intentionality with time for academic intervention in the master schedule at the start of SY2019-2020. Initially scheduled by administration to model expectations, teachers began to schedule their own intervention groups using MAP data. The principal and instructional coach purchased a program (USA TestPrep) to support teachers in creating aligned and rigorous benchmark assessments. After the 1st 9 weeks, teachers began using results of the learning checks, in combination with accountability and MAP data, to inform intervention groups and instructional needs. Currently the social-emotional support systems lack intentionality. In the Fall of 2019, the principal and the counselor attended KY ABRI MTSS training and created an MTSS

team at NHS. While still in its infancy, the team is already garnering staff and student feedback to begin revising schoolwide expectations. The MTSS team will be instrumental in facilitating the systems work for student social and emotional support, including positive behavior interventions.

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the 2017 school year, NHS, was one of six schools recognized with The Gold Award for career readiness at the DACTE Conference and NHS had 80.4 for Transition Readiness for SY18-19. NHS exited CSI status as of October 2019 because of Growth scores in reading and math. Middle school (7/8) reading scores evidenced increased proficiency during SY18-19. Middle and high school science scores evidenced increased proficiency during SY18-19. The NHS Graduation rate also increased for SY18-19. Newport High School will strive to achieve other goals outlined in our CSIP: Proficiency By 2023, NHS will increase the number of 7th and 8th students scoring proficient/distinguished in reading from 42.5% to 70% and in math from 35.9% to 70% as demonstrated on KPREP. Based on SY18-19 ACT scores, 25.6% of students scored proficient/distinguished in reading and 15.3% scored proficient/distinguished in math. By 2023, NHS will increase the number of students scoring proficient/distinguished in reading and math on KPREP to 70%. Separate Academic By 2023, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 10.1% to 70%, science from 10.9% to 70%, and social studies from 22.5% to 70% as demonstrated on KPREP. By 2023, NHS will increase the number of 9th through 12th students scoring proficient in writing from 34.9% to 70% and in science from 18.1% to 70% as demonstrated on KPREP and the Integrated Science test. Achievement Gap By 2023, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups. •African American students scoring proficient in reading from 24% to 70% as demonstrated on K-PREP. •African American students scoring proficient in math from 16% to 70% as demonstrated on K-PREP. •Students with disabilities scoring proficient in reading from 13.3% to 70% as demonstrated on K-PREP. •Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP. By 2023, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups. •African American students scoring proficient in reading from 11.8% to 70% as demonstrated on K-PREP and ACT. •African American students scoring proficient in math from 5.9% to 70% as demonstrated on K-PREP and ACT. •Students with disabilities scoring proficient in reading from 18.2% to 70% as demonstrated on K-PREP and ACT. •Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP and ACT. Growth By 2023, NHS will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished in Reading and 70% of students scoring proficient/distinguished in Math as measured by the K-PREP Assessment. Transition Readiness By 2023, Newport High School will raise transition readiness from 80.4% to 100% as evidenced by ACT, KYOTE, Dual Credit, Industry Certifications, CTE EOP. Graduation Rate By 2023, Newport High School will raise the graduation rate from 96.7% to 100% as measured by the state 4-year cohort calculation.

#### Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NHS exited CSI status following 18-19.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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