

2019-20 Phase Three: NIS Executive Summary for Schools

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Newport Intermediate School

Dennis Maines
101 E. 4th St
Newport, Kentucky, 41071
United States of America

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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?

Newport Intermediate School serves approximately 453 students in 3rd, 4th, 5th and 6th grades. The school serves the families of the city of Newport in Northern Kentucky. Most recent census updates show the city of Newport to have a population of 15,000 residents 33.3% of the population for whom poverty status is determined in Newport, KY (4.65k out of 13.9k people) live below the poverty line, a number that is higher than the national average of 13.4%. The largest demographic living in poverty are Females 25 - 34, followed by Females 18 - 24 and then Females 45 - 54. The population of Newport, KY is 82.2% Caucasian, 10.9% Black or African American, and 4.53% Hispanic or Latino. N/A% of the people in Newport, KY speak a non-English language, and 97.6% are U.S. citizens. Currently Newport Intermediate's demographic population consists of the following: • Caucasian - 49.9% • African American - 20.6% • Hispanic/Latino - 15.68% • Two or more races - 13.65% • American Indian - <1% • Asian - <1% Of this demographic population, 93.1% of the students qualify for free or reduced lunch. Of the student population, 8.3% of these students are considered homeless. 18.5% of our students receive special education services, while 14.3% of our student population are limited English learners. Some of the unique features that challenge the Newport Intermediate School include a population that is transient and includes a high percentage of rental property. The district average is roughly 20% transient. Contact with parents can also be a challenge as a percentage of our population do not have working phones or limited phone access. Home visits become the primary method of contacting parents. Home visits are completed before school starts so that each student and guardian has contact with a teacher so that they have a point of contact within the school building before the year even starts. The use of home visits is continuous throughout the school year as a way of keeping parents informed with academic and behavior concerns about their student. We also use our Family Resource Center as well as our School Resource Officer to assist us in home communication and in attending home visits. Another unique challenge that NIS faces is improving the teacher retention rate. This school year (2019-2020), 21 new teachers were hired in the building, including 5 first year teachers. Teacher turn over brings the challenges of continually training and onboarding and is a barrier to authentic sustainability and an acquired approach to continuous improvement. The school has also seen a high turnover rate in administration, as the building has had five principals in the past six years and five different assistant principals during that same time period.

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.

The school has adopted the Mission statement, "Working together to build relationships so students can learn and grow". This was adopted with input from all staff members through a day of culture work in the summer of 2016 before the school year started. We have identified three areas of priority need and are intentionally narrowing our focus to these three priority areas. The staff of Newport Intermediate School is committed to the academic success of each student. On our journey we are also committed to being our best professionally. Our staff grows and learns through Professional Learning Communities, attend trainings and support each other through deeper teaching practices. This includes teacher provided collegial learning opportunities in after school Wednesday Workshops. NIS is further developing and implementing a process that tracks every

student and projects every student's potential growth. This is done through tracking KPREP, MAP and other specific data points. NIS staff focuses on adjusting instructional practices based on daily common assessment data. The data has 3 layers in the Tier I instructional area. Layer 1 is the daily common assessment, layer two is the instructional chunk common assessment, and layer 3 is the summative common assessment. These assessments are all focused around the scaffolded learning targets that come directly from the intent of the standards being taught in the unit. The culture of excellence includes both academic and social programs to allow students to become well-rounded individuals who have an exposure to a variety of programs including those that can develop an interest in the arts, sciences, leadership, and lifelong learning. The school faces a variety of challenges and barriers with many students, but through using multiple counseling services, community programs, and partnering with stakeholders, the school is developing a strong support network to provide the necessary programs so that each individual student can become successful. Over the next three years Newport Intermediate School will continue to focus on teacher retention through professional development and intentionally involving teachers in all facets of the decision-making process in the building. By focusing on building our teachers' capacity, we will give them leadership opportunities that make that an even more valued member of our staff. Newport Intermediate's problems of practice for focus, resulting from needs assessment, include: Problem of Practice 1-Schools lack in-depth understanding of the intent of all standards; thus instruction and assessments are not congruent, Problem of Practice 2 -Schools do not currently have a balanced assessment system (formatives, interim, summatives) in place that informs instructional adjustments and curricular changes, Problem of Practice 3 - Students are not cognitively engaged as a result of ineffective strategy/activity selection that are congruent to the intent of the standard. In addition, Advanced Ed Diagnostic from Winter 2019 identified matching findings in priority 1: Create and use a system to monitor the implementation of all instructional practices and programs for quality and fidelity. Analyze data and use findings to adjust instructional practices and evaluate practices and programs for impact and effectiveness (Standard 2.11). An additional focus identify, coordinate, and implement all available services and resources including support staff, volunteers, and community partners for maximum impact on students' social, emotional, developmental, and academic needs was also identified through the Advanced Ed Review. (See needs assessment) NIS embodies our mission statement through our culture work. We have used the TELL survey and other sources to pinpoint certain areas that need our attention. The school has partnered with Safe and Civil Schools to help us implement our PBIS program. All staff have attended training and will continue to do so over the next two years. Schoolwide and classroom level expectations and structures have been formed to help our school improve in regard to behavior and expectations. To further improve our culture, school personnel focus heavily on the positives that occur. Below is a list of positives that are recognized: · Students earn daily CATS Cash for "caught being good". · Students can shop each day at lunch at the CATS Cash store. · Quarterly awards programs recognizing Honor Roll, Perfect Attendance, R.O.A.R., · Student shout-outs and classroom level assessment challenges. · MAP rewards In addition to student recognitions and positively impacting the school's culture, we have increased parental involvement opportunities and school to home communication.

ATTACHMENTS

Attachment Name



[Why Change?](#)

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.

NIS is proud to have all staff actively participating in the district home visit program at the start of the school year and again throughout the year as needed by families and students. (see Notable Achievement Attachment)The school has closed gaps in many areas. Our EL students outperformed all other races in the school in regard to proficiency. ELL staff work collaboratively with the general education staff in meeting the needs of students and in providing support. This collaborative work is also seen in the continued progress of our special needs population. Special Education staff meet alongside general education staff in all phases of planning, studying data, and acting on results to meet students where they are. NIS data also shows our males and females have scored comparably versus previous years. Based upon the percentages below, significant improvement must occur in all areas of content accountability. Proficiency in state assessment continues to be well below our goals: Reading – 70% below proficiency, Math – 76% below proficiency, Science – 95% below proficiency, Social Studies – 76% below proficiency, and On-Demand Writing – 91% below proficiency

ATTACHMENTS

Attachment Name

 [Notable Achievements](#)

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.

The school’s improvement plan has been an ongoing process. . Each year, upon release of accountability data, the school’s administrative team, along with teachers, parents, and central office support, identify areas of growth based upon the school’s needs assessment. Intervention programs are evaluated and adjusted based upon the data and overall need. During the 2019/2020 needs assessment each teacher analyzed their previous year’s data. Grade level teams analyzed their current student’s data as well as the previous year’s data to guide next steps. Teaching staff utilized data wise methods in their deconstruction of the data as a classroom level, grade level, gap level, and school. Specific efforts also include an intentional focus on high yield strategies, an intentional focus on the rigor of standards, and making changes in instruction in real time from the assessment system in place. Next steps will include a focus on culturally responsive strategies and student driven progress monitoring. To further address improvement, the school has adopted strict guidelines for professional learning communities structure, norms, and expectations to ensure quality designed instruction takes place in all classrooms and is measured with well balanced assessments that are aligned to the intent of the standard. Response to Intervention has been redesigned schoolwide to explicitly address students not meeting mastery. Tier II and Tier III instruction occurs within the classroom, pull out programs, and ESS after school programing.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Notable Achievements		•
 Why Change?		•