



NIS 2022-23 Phase One: Executive Summary

2022-23 Phase One: Executive Summary for Schools

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

Table of Contents

<u>2022-23 Phase One: Executive Summary for Schools</u>	3
---	---

2022-23 Phase One: Executive Summary for Schools

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 390 students in 3rd, 4th, 5th, and 6th grades. The school serves the families of the city of Newport in Northern Kentucky.

Currently the demographic population consists of the following:

- Caucasian – 51.8%
- African American – 17.1%
- Hispanic/Latino – 16.6%
- Two or more races – 14.3%.
- American Indian – 0%
- Asian - 0%

Of this demographic population, 93.8% of the students qualify for free or reduced lunch. Of the student population, 16.5% of these students are considered homeless. 14% of our students receive special education services, while 7% 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. 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 begins. 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. Teachers maintain a tracking log to ensure contact is made with each student and their family. We also use our family resource center as well as our School Resource Officer to conduct home visits. We utilize multiple platforms to communicate with our families including an all-call system, Facebook, school

webpage and we make every attempt to communicate in the student's native language.

Another unique challenge that NIS faces is improving the teacher retention rate. For the 19-20 school year, 21 new teachers were hired in the building, including 5 first year teachers. For 20-21, 5 new teachers were hired in the building, including 3 first year teachers. For 21-22, 9 new teachers were hired in the building, including 3 first year teachers. Teacher turn-over of over 18% 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 3 principals in the past seven years and 3 different assistant principals during that same time period. For the 2022-23 school year, we have a new building principal as well as a new assistant principal that were both hired less than 30 days before the school year started. NIS only hired 6 new classroom teacher for the 22-23 school year.

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, "Preparing Students for the Future". 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, attends training and supports each other through ensuring deeper teaching practices. For 2022, NIS has adopted a very intentional, focused data-driven protocol for PLC's. NIS has also developed a process that tracks every student and projects every student's potential growth. This is done through tracking KPREP, Benchmark (MAP, Mastery Connect, iReady), Summative, and Formative Assessments. NIS has also focused staff on adjusting instructional practices in PLCs based on data analysis of common formative assessments. Assessments are all focused around the scaffolded learning targets that come directly from the intent of the standards being taught within our instructional units. Teachers work collaboratively as a team in PLCs and the work is frequently monitored and evaluated by the NIS Administrative Team and instructional coaches.

With the assistance of the district curriculum department, NIS made a commitment to the use high-quality, research based core instructional programs with fidelity to support the instruction of Kentucky Academic Standards. This included purchasing updated materials and retraining all teachers on these programs (Wonders, Math in Focus, TCI, StemScopes and iReady.) PLC's, walkthroughs and ongoing professional learning all focus on the importance of implementing high quality instruction to ensure that student data is an accurate reflection of each child's mastery of the Kentucky Academic Standards. For students requiring extra support in acquiring mastery, the data is then used to adjust tier 2 and tier 3 instructional groupings in

collaboration with the classroom and intervention teachers. For the 2022-23 school year, NIS adopted an entirely new schedule structure with an intentional focus on daily tiered intervention time to target the large number of students below grade level. Every student in the intermediate school is provided a small group, specifically targeted instruction on a daily basis.

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 has developed a strong support network to provide the necessary programs so that each individual student can become successful. NIS school counselors have embedded SEL lessons into instruction by working with the special area teachers. We make a conscious effort to protect all core instructional time.

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 empower our teacher-leaders. The district has implemented initiatives to assist the efforts as well. Such efforts include stipends for a commitment to work in the district for a certain amount of time, a compensated referral program as well as tuition assistance for continuing education.

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.

Notable achievements in the past three years include:

- Student progress monitoring data has been demonstrating improvement (MAP).
- Targeted student subgroups such as African-American and EL students have increased p
- Mastery Connect Camp Wildcat data demonstrated significant increases per standard.
- NIS has adopted AimsWeb as a progress monitoring system for all grades levels. Interven

According to walk through data, student engagement increased to nearly 100% through the first semester of school (21-22). The school culture is very positive, as indicated by staff and student survey results and plus/deltas which are collected regularly. The admin team is making a conscious effort to be more inclusive and gather input from all stakeholders. All staff members feel as if they are part of the team, and students feel comfortable with their teachers and within the building. Parent interviews indicated that parents feel welcome, and that there are opportunities for them to be involved in the school. A staff team has begun the process of organizing a PTO and has over 50 parent applications already.

The school has clear expectations that learning targets and success criteria be used to inform both students and teachers what content is being taught and learned. Observed data indicated that learning targets and success criteria were present in every classroom, and most were referred to by the teacher during instruction.

The school has a clearly defined MTSS process and protocol for students not meeting academic standards. Additionally, the school has a focus on data collection, including benchmark, district and formative/summative assessment information as part of the MTSS process. Behavior PLC's have been implemented to discuss students on a weekly basis in order to better serve them through our MTSS system.

Areas of improvement in the past three years include:

- Student performance in both Reading (22.4%) and Mathematics (12.2%) are significantly
- Separate Academic Indicator Goal scores in the areas of Science (5.2%), Social Studies (
- The school has recently implemented academic systems to address MTSS and PLCs. Th

Additional Information

CSI/TSI (including ATSI) 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 procedures used to create the school's improvement plan comes from the results of the Needs Assessment and the data from KPREP and Benchmark Assessments. 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. Monthly data meetings are held with the district office and data is analyzed weekly in the PLC meetings. During the 2020-2021 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. We are using the same method for the 2021-2022 School Year. For the 2022-23 school year, we are collaborating with KDE and using the Key Core Work Processes to identify areas of growth for our Needs Assessment.

Teaching staff utilized data analysis protocols in their deconstruction of the data at the classroom level, grade level, gap level, and school level. 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. MTSS 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 programming. PLC's will become increasingly more data-driven with a focus on collaboration between classroom and intervention teachers.

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)
-----------------	-------------	--------------------