

NIS 2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Newport Intermediate School

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Last Modified: 10/02/2020

Status: Locked

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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 447 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 - 49.7% ● African American - 19% ● Hispanic/Latino - 15.7% ● Two or more races - 15.4%. ● American Indian - <1% ● Asian - 0% Of this demographic population, 93.3% of the students qualify for free or reduced lunch. Of the student population, 13.2% of these students are considered homeless. 14.3% of our students receive special education services, while 8.5% 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 do home visits. Another unique challenge that NIS faces is improving the teacher retention rate. Last school year (2019-2020), 21 new teachers were hired in the building, including 5 first year teachers. This school year (2020-2021), 5 new teachers were hired in the building, including 3 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". 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 training and support each other through ensuring deeper teaching practices. This includes teacher provided collegial learning opportunities in after school Wednesday Workshops. NIS is developing 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 has also focused staff on adjusting instructional practices based on daily common assessment data. Our Balanced Assessment System includes three layers in the instructional core. Our first layer (Layer 1), is the daily common assessment, the second layer (Layer 2) is the instructional chunk common assessment, and our third layer, is the summative common unit assessment. These 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 and the work is frequently monitored and evaluated by the NIS Administrative Team. Data is routinely

reviewed by all of those stakeholders. 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.

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.

We have identified three areas of need and are intentionally narrowing our focus to these three priority areas. Our focus on instructional practices will take place in our PLC meetings (see attached PLC protocol). This will keep us focused on our standards. First taking our standards and making sure we understand the intent (rigor of each standard). Next taking those standards and developing scaffolded learning targets that are reflected in common daily assessments. The data from those common daily assessments will then be used to immediately impact instruction within the Tier I classrooms, by using small group instruction to redesign instruction for students, as well as regrouping students within the teams based on the strengths of teachers. The daily assessments will flow into common instructionally chunked assessments then finally into our common summative assessments. All assessments will be timed as well as developed to teach students to test in a KPREP format. Students who require further instructional redesigning will have the ability to be placed in skills need groups in our Encore block, which is our Tier II intervention block. This begins with looking at the essential standards and placing students in groups based upon the standards they have not mastered. This is a process that our teachers work together to ensure it is fluid and students are always getting support in areas they need. However, we will also be using MAP data, KPREP data and our goal tracking sheets for each individual student so that they will receive intervention and differentiated instruction within the Encore block even if they master Essential Standards. Those students who are proficient in all areas will receive higher level intervention so that they also continue to grow. Students will also receive Tier III interventions during the school day with a pull out program, which is designed to make sure students receive their core instruction and are then pulled out for additional support especially with pre-requisite skills that students need to be successful with on level instruction.

Additional Information

CSI/TSI Schools (including ATSI) 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 assessments and the data from KPrep and MAP testing. 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. We used this same method in the 2020/2021 School Year since the only scores they had that were updated was MAP. There was no KPREP testing in May of 2020. 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 programming.

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)
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