



NIS 2024-2025 Phase One: Executive Summary for Schools

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Newport Intermediate School

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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 402 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 – 44.5%
- African American – 20.6%
- Hispanic/Latino – 19.2%
- Two or more races – 15.6%.

Of this demographic population, 96% of the students qualify for free or reduced lunch. Of the student population, 10% of these students are considered homeless. 15% of our students receive special education services, while 15% 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 21-22, 9 new teachers were hired in the building, including 3 first year teachers. NIS only hired 6 new classroom teacher for the 22-23 school year. For the 23-24 school year, we hired 6 new teachers in a variety of areas including Art, Spanish, 5th Grade, and an EL Teacher. For the 24-25 School year, we hired 14 new positions, 1 3rd grade, 1 4th grade, 3 5th grade, 3 6th grade, Spanish, behavior intervention, media specialist, instructional coach, and 2 instructional assistants. 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 2024-25 school year, we have a third year building principal as well as third year assistant principal.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The School has a variety of stakeholders. The stakeholders that are involved in the improvement planning process are teachers, classified staff, community members, and caregivers. These stakeholders are involved through a variety of events throughout the year including adult skill builders, parent/teacher conferences, multiple advisory councils, and a variety of volunteer hours.

The School Advisory Council meets monthly to discuss the progress of the school and school improvement. We provide opportunities for other caregivers to provide feedback to advisory through surveys and events.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The school has adopted the Mission statement, "The Newport Independent School District will partner with families and the community to nurture, educate, and instill core values in all students to ensure they reach their fullest potential.". 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. 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 2023-24 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 in reading and math. 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 in iReady for Reading and Math.
- Targeted student subgroups such as African-American and EL students have increased proficiency.
- We continue to show a decrease in the number of students who are three or more grade levels behind.
- NIS has adopted AimsWeb as a progress monitoring system for all grades levels. The Intervention team has been successful in identifying students who are at risk of not meeting standards.

According to walk-through data, student engagement increased to nearly 100%. 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.

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 below the state average.
- Separate Academic Indicator Goal scores in the areas of Science (5.2%), Social Studies (4.8%), and Language Arts (4.5%).
- The school has recently implemented academic systems to address MTSS and PLCs. The Intervention team has been successful in identifying students who are at risk of not meeting standards.

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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