

NEWPORT INDEPENDENT SCHOOLS

2019 NEEDS ASSESSMENT

<p style="text-align: center;"><u>PROBLEM OF PRACTICE 1</u></p> <p>Schools (teachers and administrators) lack in-depth understanding of the intent of all standards; thus instruction and assessments are not congruent.</p>	<p style="text-align: center;"><u>PROBLEM OF PRACTICE 2</u></p> <p>Schools do not currently have a balanced assessment system (formatives, interim, summatives) in place that informs instructional adjustments and curricular changes.</p>	<p style="text-align: center;"><u>PROBLEM OF PRACTICE 3</u></p> <p>Students are not cognitively engaged as a result of ineffective strategy/activity selection that are congruent to the intent of the standard.</p>
<p style="text-align: center;"><u>Instructional Shifts</u></p> <ul style="list-style-type: none"> • collaboration of PLC team members (grade/content level teams) • implementation/delivery of congruent instruction • using formative assessment results to make instructional decisions (data driven) • understand and use standard progressions to make curricular decisions 	<p style="text-align: center;"><u>Instructional Shifts</u></p> <ul style="list-style-type: none"> • formatively assess DLT every class, every child, every day to ensure mastery/proficiency of the instructional core • use formative assessments to meet individual student needs (i.e. small group, guided, skills groups) • triangulate multiple points to intentionally focus on identified deficiency/ies 	<p style="text-align: center;"><u>Instructional Shifts</u></p> <ul style="list-style-type: none"> • Intentional lesson design that includes all facets of the class structure: <ul style="list-style-type: none"> ○ High yield instructional strategies ○ Higher order thinking ○ 3 part instruction (before, during and after) ○ Checks for understanding and responding appropriately ○ Relevant, stimulating activities that support the learning