

South Heights Elementary

Academic Goals 2011-12

Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Reading	<ul style="list-style-type: none"> • In May 2011, the percentage of students scoring proficient or distinguished in Reading was 89.50 as measured on the Kentucky Core Content Test. • In May 2011, the percentage of students scoring Novice in Reading was 1.53 as measured on the Kentucky Core Content Test. In May 2011, 5 out of 5 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test. • In May 2010, the percentage of With Disability students scoring proficient or distinguished in Reading was 84.75 as measured on the Kentucky Core Content Test. 	<ul style="list-style-type: none"> • By May 2012, the percentage of students scoring proficient or distinguished will increase by 3.50 for a total percentage of all students scoring proficient or distinguished in Reading of 93.00 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). • By May 2012, the percentage of students scoring Novice in Reading will decrease by Met goal for a total percentage of all students scoring novice in Reading of 2.69 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). • By May 2012, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 86.82 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP). • By May 2012, the percentage of With Disability students scoring proficient or distinguished in Reading will increase to 90 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). 	K-PREP	2010/2011 Score: <ul style="list-style-type: none"> • 89.50% Proficient and Distinguished • 8.82% Apprentice • 1.66% Novice

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Math	<ul style="list-style-type: none"> In May 2011, the percentage of students scoring proficient or distinguished in Math was 90.52 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Math was 4.74 as measured on the Kentucky Core Content Test. In May 2011, 5 out of 5 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test. 	<ul style="list-style-type: none"> By May 2012, the percentage of students scoring proficient or distinguished will increase by 2.37 for a total percentage of all students scoring proficient or distinguished in Math of 92.89 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring Novice in Math will decrease for a total percentage of all students scoring novice in Math of 4.81 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring proficient or distinguished will increase by 4.74 for a total percentage of all students scoring proficient or distinguished in Math of 95.26 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 80.61 as measured on the Kentucky Performance Rating of Educational Progress (K-PREP). 	K-PREP	2010/2011 Score: <ul style="list-style-type: none"> 90.52% Proficient and Distinguished 8.82% Apprentice .84 % Novice

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Writing/ Mechanics	<ul style="list-style-type: none"> In May 2011, the percentage of students scoring proficient or distinguished in Writing was 68.6 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Writing was 2 as measured on the Kentucky Core Content Test. 	<ul style="list-style-type: none"> By May 2012, the percentage of students scoring proficient or distinguished will increase by 10.47 for a total percentage of all students scoring proficient or distinguished in Writing of 79.07 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, the percentage of students scoring Novice in Writing will decrease for a total percentage of all students scoring novice in Writing of 0 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). 	K-PREP	2010/2011 Score: <ul style="list-style-type: none"> 68.6% Proficient and Distinguished 29.07% Apprentice 2.32% Novice
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Science	<ul style="list-style-type: none"> In May 2011, the percentage of students scoring proficient or distinguished in Science was 93.15 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Science was 1 as measured on the Kentucky Core Content Test. 	<ul style="list-style-type: none"> By May 2012, the percentage of students scoring proficient or distinguished will increase by 2.85 for a total percentage of all students scoring proficient or distinguished in Science of 96 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, the percentage of students scoring Novice in Science will decrease by a goal for a total percentage of all students scoring novice in Science of 0 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). 	K-PREP	2010/2011 Score: <ul style="list-style-type: none"> 93.15% Proficient and Distinguished 5.48% Apprentice 1.37% Novice

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Social Studies	<ul style="list-style-type: none"> In May 2011, the percentage of students scoring proficient or distinguished in Social Studies was 87.21 as measured on the Kentucky Core Content Test. In May 2011, the percentage of students scoring Novice in Social Studies was 2 as measured on the Kentucky Core Content Test. 	<ul style="list-style-type: none"> By May 2012, the percentage of students scoring proficient or distinguished will increase by 2.79 for a total percentage of all students scoring proficient or distinguished in Social Studies of 90 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). By May 2012, the percentage of students scoring Novice in Social Studies will decrease by a goal for a total percentage of all students scoring novice in Social Studies of 0 as measured on the Kentucky Performance Rating for Educational Progress (K-PREP). 	K-PREP	2010/2011 Score: <ul style="list-style-type: none"> 87.21% Proficient and Distinguished 10.47% Apprentice 2.32% Novice
***Please attach your Winter Implementation and Impact Check and provide 10 copies for the board members.				

Questions to Answer During Your Presentation

Content Area	What have you done in your school so far this year to move toward achieving your goal?	What are you planning to do differently in your school this semester to achieve your goal?
Reading	<ul style="list-style-type: none"> Increased the text complexity of the works and passages students read. Instruction has adapted to the KCAS standards with a focus on ELA planning time. Reading and Writing teachers have a focused weekly common planning to help integrate the ELA standards. All students were benchmarked in reading to determine tier. Learning checks increased in difficulty and structure to match the new KCAS standards. 	<ul style="list-style-type: none"> Revise the delivery of the Learning Checks to mirror K-PREP style testing. Created a committee to develop and communicate recommendations for K-PREP
Math	<ul style="list-style-type: none"> Math in Focus taught with fidelity Increased difficulty and structure and format of learning checks to match new KPREP test. 	<ul style="list-style-type: none"> Created a committee to develop and communicate recommendations for K-PREP
Writing/Mechanics	<ul style="list-style-type: none"> Learning checks increased in difficulty and structure to match the new KCAS standards. Reading and Writing teachers have a focused weekly common planning to help integrate the ELA standards. K-5 Writing teachers attending professional development about standard-based writing and changes in on-demand writing. 	<ul style="list-style-type: none"> Creation of a school wide common writing form (OREO) Alternating weeks of writing and conferencing using other adults in the building. OREO Challenge – 6 week writing challenge with rewards.
Science	<ul style="list-style-type: none"> Revise and refine Science curriculum. Collaboration with other content area to increase text complexity in informational text reading. STEM-like activities in Blazer University classes. 	<ul style="list-style-type: none"> Collaboration with Henderson Community College on increasing STEM activities initiated. Meet with local business partner to discuss building of an outdoor classroom.

Social Studies	<ul style="list-style-type: none">• Revise and refine Social Studies curriculum• Increase of text complexity and use of informational text in the classroom.	<ul style="list-style-type: none">• Creation of Student Council• Social Studies content in Blazer University (Amazing Race)• Pen Pal Program with students from Turkey
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