# Henderson County Schools 2013-14 SBDM Council of Councils

## December 11, 2013

**5:30pm**          **Welcome and Call to Order**

          **SBDM Presentations by Principals**
          **(Assistant Principal(s), Curriculum Specialist, SBDM members accompany principal)**

- Each school will have 5 minutes for presentation and 5 minutes for questions from the board.  There will be a timer visible to the speakers.
- Please target your presentation on these three questions:

1. *What is working well in your school?*
2. *What are you doing differently or plan to do differently this year to increase achievement?*
3. *What resources do you need to accomplish your achievement goals?*

**Before Intermission**
1. South Middle
2. North Middle
3. Spottsville
4. HCHS
5. East Heights
6. A B Chandler
7. TBJELC

**6:45pm**          **Intermission** Refreshments will be available

**7:00pm**          **Resume SBDM Presentations**

1. Jefferson
2. Cairo
3. Niagara
4. Central Academy
5. South Heights
6. Bend Gate

* Written responses to the following questions were forwarded to the board prior to the Council of Councils to allow for more information about the schools. This allows the board members to prepare follow-up questions.

## 1. South Middle Data

| | Achievement | Gap | Growth | Readiness | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 75.2 | 47 | 73 | 55.3 | | | Proficient/ Progressing | |
| | *.28 | *.28 | *.28 | *.16 | | | | |
| Weighted Score | 21.1 | 13.2 | 20.4 | 8.8 | 63.5 | 87 | | |

| Achievement: | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 20.3 | 25.4 | 38.3 | 16 | 67 | 0 | 67 | *.20= | 13.4 |
| Math | 6.8 | 36.3 | 44 | 12.9 | 75.1 | 3.1 | 78.1 | *.20= | 15.6 |
| Science | 6.8 | 33 | 46.6 | 13.6 | 76.7 | 3.4 | 80.1 | *.20= | 16.0 |
| Soc. Studies | 6.7 | 32.2 | 51.9 | 9.1 | 77.1 | 1.2 | 78.4 | *.20= | 15.68 |
| Writing | 8 | 42.3 | 42.3 | 7.5 | 70.95 | 0 | 71 | *.16= | 11.4 |
| Lang. Mech. | 19 | 20.7 | 27.2 | 33.2 | 70.75 | 7.1 | 77.8 | *.04= | 3.1 |
| | | | | | | | Total | = | 75.2 |

| Gap: | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 28.1 | 28.1 | 33.2 | 10.6 | 43.8 | | *.20= | 8.8 |
| Math | 10.1 | 42.5 | 40.5 | 6.8 | 47.3 | | *.20= | 9.46 |
| Science | 11.5 | 40 | 38.5 | 10 | 48.5 | | *.20= | 9.7 |
| Soc. Studies | 9.8 | 37.1 | 47 | 6.1 | 53 | | *.20= | 10.6 |
| Writing | 11.3 | 48.3 | 36.2 | 4.2 | 40.4 | | *.16= | 6.5 |
| Lang. Mech. | 25.6 | 26.3 | 26.3 | 21.8 | 48.1 | | *.04= | 1.9 |
| | | | | | | | Total = | 47 |

| Growth: | | | | (Rdg + Math /2) | | |
|---|---|---|---|---|---|---|
| | Reading Typical Growth | | Math Typical Growth | | Total Growth | Points |
| | 66.1 | | 79.8 | | 73 | 73 |

| Readiness: | 13 | 15 | 17 | | | |
|---|---|---|---|---|---|---|
| Subject | English | Reading | Math | | | Points |
| % at Benchmark | 77.3 | 48.8 | 39.8 | | Total/3 = | 55.3 |

**MAP Fall vs. Winter vs. Spring 11-14**

**Reading** — % On/Above | % Below

| MAP | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th | 63% | 63% | 61% | 60% | 58% | 60% | 58% | | 37% | 37% | 39% | 40% | 42% | 40% | 42% |
| 7th | 64% | 59% | 55% | 58% | 55% | 53% | 58% | | 36% | 41% | 45% | 42% | 45% | 47% | 42% |
| 8th | 65% | 66% | 64% | 68% | 61% | 66% | 67% | | 35% | 34% | 36% | 32% | 39% | 34% | 33% |
| **School Total** | **64%** | **63%** | **60%** | **62%** | **58%** | **60%** | **61%** | | **36%** | **38%** | **40%** | **38%** | **42%** | **40%** | **39%** |
| **# of Students** | **417** | **410** | **390** | **405** | **376** | **385** | **416** | | **236** | **246** | **257** | **250** | **276** | **261** | **268** |

**Math** — % On/Above | % Below

| MAP | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th | 48% | 45% | 44% | 45% | 45% | 58% | 46% | | 52% | 55% | 56% | 55% | 55% | 42% | 54% |
| 7th | 50% | 45% | 55% | 45% | 50% | 65% | 57% | | 50% | 55% | 45% | 55% | 50% | 35% | 43% |
| 8th | 55% | 53% | 60% | 58% | 50% | 55% | 64% | | 45% | 47% | 40% | 42% | 50% | 45% | 36% |
| **School Total** | **51%** | **47%** | **53%** | **48%** | **49%** | **59%** | **55%** | | **49%** | **53%** | **47%** | **52%** | **51%** | **41%** | **45%** |
| **# of Students** | **331** | **311** | **343** | **320** | **317** | **382** | **378** | | **320** | **344** | **305** | **348** | **335** | **262** | **307** |

# South Middle SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

   a. How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

   - CSIP Goal # 1 – South Middle School will meet the 2017 delivery target of 73.1% proficient and distinguished in the combined areas of Reading and Math
   - Rigorous EXPLORE test prep
   - Very thorough Goal setting sessions with students and parents explaining the importance of EXPLORE
   - RTI Plan
     o Pulling students for 25 minutes every day to focus on KPREP improvement
     o This plan encompasses all students from Novice to Distinguished (not just lower students)
   - Timed Benchmark Assessments
   - Courses for students who are 1 to 2 grade levels behind in reading and math
     o Read 180 – for students 2 grade levels behind in reading
     o Reading Strategies – for students who are 1 grade level behind in reading
     o System 44 – for students who are more than 2 grade levels behind
     o Discovery Math – for students who are behind grade level as determined by MAP
   - Every student continues to receive 2 math classes and 2 Reading/Writing classes per day
   - Strong push for Higher Order Thinking Questions

   b. How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)

   Community and Parent Involvement Activates at SMS
   - Parent Academies – around relevant topics – bi-monthly
   - PT3 (Parents and Teachers talking together) through the Prichard Committee
   - Brenntag (You Be The Chemist)
   - Operation Preparation
   - Explore Parent night with the high school involved in letting them know options based upon scores
   - "Starbooks" Literacy Initiative
   - TOPS Program (Teen Outreach for at-risk funded by Health Dept.)
   - Truancy Diversion Program with Judge Farris
   - Veterans Day Program – 33rd annual
   - Junior Achievement Curriculum (business leaders come in to teach)
   - Chamber of Commerce Leadership initiative
   - Parent ownership in Band Fundraising Projects

c. lease list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13_____2343____          2013-14 so far ____875_____

d. In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

- DDL (Digital Driver's License) - required to access wireless network
- BYOD (Bring Your Own Device) – teacher building lessons involving student devices
- PLTW (Project Lead the Way) – Pre-engineering course where students build robots
- Real world relevant applications in various content areas
- Project Based Learning in many content areas
- Strong push for Higher Order Thinking Questions (PD and monitoring)
- Grade Cam is a technology used so students can quickly assess their learning
- Continued use of ILP to explore future careers
- 3 computer labs used for research projects in many content areas

e. What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Community Service Projects:
- Veterans Day Program
  - Students writing over 1000 letters to veterans showing appreciation and inviting them to the program (every student)
  - Students performances during the program (Band, Art, Choir)
  - Students volunteer during the weekend to set up for the program
  - Student Council serve veterans at the breakfast
- Band travels to Veterans Nursing Home in Hanson to perform
- Club Day (every student) – monthly meeting around student interests (year-end community project required)
- Salvation Army Food Drive
- National Junior Honor Society Projects
- Toys for Tots
- Adopt a Family for Christmas

**2. How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

- Common Formative Assessment Plan (All Core Content Areas)
  - We strive to master standards by breaking them down into learning targets (chunks)
  - These chunks are tested weekly or bi-weekly
  - Like content/grade level teachers give assessments at relatively the same time
  - They then plan together looking at data to reteach or accelerate accordingly
- Reading initiatives
  - Summer Reading assignment with culminating project when they return
  - Accelerated Reading Program
  - Increased informational reading across all subject areas
  - Vocabulary strategies
- Writing Initiatives
  - On-Demand Practice – Timed argumentative pieces

**3. If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

- We are currently looking for a Middle School who went from "Good to Great". We are geared up to take the next step to Distinguished.

**4. How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

- Staffing
- Promoting and approving new academic programs
- Focusing on needs based upon data
- Fiscal responsibility
- Focusing on the Whole Child vision
  - College and Career Readiness
  - Social Emotional
  - Organization
  - Character education
  - Bringing Parents closer
  - Developing their passion and stretching kids

## 2. North Middle Data

| | Achievement | Gap | Growth | Readiness | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 62.8 | 33.1 | 55.7 | 48.1 | | | | |
| | *.28 | *.28 | *.28 | *.16 | | | | |
| Weighted Score | 17.6 | 9.3 | 15.6 | 7.7 | 50.2 | 34 | Needs Improvement Progressing | |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N= _*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 30.2 | 24.7 | 30.9 | 14.1 | 57.35 | 0 | 57.5 | *.20= | 11.5 |
| Math | 18.2 | 40.7 | 30.9 | 10.2 | 61.45 | 0 | 61.5 | *.20= | 12.3 |
| Science | 14.6 | 40.4 | 34.4 | 10.6 | 65.2 | 0 | 65.2 | *.20= | 13.0 |
| Soc. Studies | 13.9 | 40.9 | 38.4 | 6.8 | 65.65 | 0.0 | 65.7 | *.20= | 13.1 |
| Writing | 13.5 | 43 | 35.1 | 8.3 | 64.9 | 0 | 64.9 | *.16= | 10.384 |
| Lang. Mech. | 29.1 | 18.2 | 23.6 | 29.1 | 61.8 | 0 | 61.8 | *.04= | 2.5 |
| | | | | | | | Total | = | 62.8 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 40.5 | 26.8 | 24.5 | 8.3 | 32.8 | *.20= | | 6.6 |
| Math | 25.2 | 45.5 | 24.7 | 4.6 | 29.3 | *.20= | | 5.9 |
| Science | 22.3 | 46.9 | 26.9 | 4 | 30.9 | *.20= | | 6.2 |
| Soc. Studies | 20.6 | 44 | 30.9 | 4.6 | 35.4 | *.20= | | 7.08 |
| Writing | 20.3 | 45.3 | 29.4 | 4.9 | 34.3 | *.16= | | 5.5 |
| Lang. Mech. | 36.7 | 18.9 | 22.5 | 21.9 | 44.4 | *.04= | | 1.776 |
| | | | | | | Total | = | 33.1 |

### Growth:

| | | | | (Rdg + Math /2) | |
|---|---|---|---|---|---|
| | Reading Typical Growth | | Math Typical Growth | Total Growth | Points |
| | 52.3 | | 58.9 | 55.7 | 55.7 |

### Readiness:

| | 13 | 15 | 17 | | | |
|---|---|---|---|---|---|---|
| Subject | English | Reading | Math | | | Points |
| % at Benchmark | 73.5 | 36.6 | 34.3 | | Total/3 = | 48.1 |

**MAP Fall vs. Winter vs. Spring 11-14**

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAP | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| 6th | 60% | 50% | 54% | 69% | 65% | 66% | 66% | | 40% | 50% | 46% | 31% | 35% | 34% | 34% |
| 7th | 63% | 60% | 67% | 57% | 56% | 55% | 62% | | 37% | 40% | 33% | 43% | 44% | 45% | 38% |
| 8th | 57% | 59% | 65% | 64% | 62% | 66% | 59% | | 43% | 41% | 35% | 36% | 38% | 34% | 41% |
| School Tota | **60%** | **56%** | **61%** | **63%** | **61%** | **62%** | **62%** | | **40%** | **44%** | **39%** | **37%** | **39%** | **38%** | **38%** |
| # of Student | **509** | **466** | **502** | **529** | **506** | **513** | **544** | | **335** | **369** | **317** | **311** | **329** | **310** | **328** |

| Math | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAP | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| 6th | 49% | 45% | 44% | 57% | 54% | 54% | 56% | | 51% | 55% | 56% | 43% | 46% | 46% | 44% |
| 7th | 47% | 40% | 47% | 46% | 46% | 47% | 54% | | 53% | 60% | 53% | 54% | 54% | 53% | 46% |
| 8th | 53% | 48% | 58% | 51% | 50% | 54% | 49% | | 47% | 52% | 42% | 49% | 50% | 46% | 51% |
| School Tota | **50%** | **45%** | **49%** | **52%** | **50%** | **51%** | **53%** | | **50%** | **55%** | **51%** | **48%** | **50%** | **49%** | **47%** |
| # of Student | **418** | **373** | **400** | **433** | **417** | **423** | **460** | | **426** | **462** | **414** | **407** | **418** | **400** | **408** |

# North Middle SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

1. Reach 70% in KPREP scores by 2017 so that all students are prepared for HS
2. Multiple layers of intervention strategies to get all students to grade level before reaching HS (RAISE, Challenge Math, Reading Strategies, RTI, Boot Camp)
3. Co-Teach For Gap Closure a KDE program for PD for co-teach teachers reg. and sped.  in order to help with our gap populations become college and career ready as determined by Explore
4. Boot Camp
5. RTI
6. Timed Benchmark Assessments
7. Expanded Enrichment offerings (Challenge Math, RISE reading, and Reading Strategies)

How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)

Community and Parent Involvement Activities at NMS
1. Title 1 and YSC Night  (completely parent volunteer organized and ran)
2. "Get Involved" parent letter to find parent interests and those that want to volunteer
3. PT3 through the Prichard Committee
4. Brenntag (You Be The Chemist)
5. Operation Preparation
6. NMS Blanket Drive
7. Explore Parent night with the high school involved in letting them know options based upon scores
8. Sureway – collecting stamps for reducing the cost of yearbooks
9. TOPS Program (start in Jan)
10. DJJ and the TDP Meetings
11. Feed My Starving Children
12. Help Henderson Project
13. Veterans Day Program (completely student produced)
14. Boot Camp – volunteers from outside to help tutor
15. Nick's Helper's – Kosairs Hospital in Louisville
16. Salvation Army Food Drive
17. New Hope Animal Shelter – Donation drive and student volunteers
18. Author Day
19. New York Trip with Parents/Students/Staff
20. Marble Science Project Night
21. Biography Night (Dec 9)
22. Standards Based Grading Parent Night
23. Mathathon
24. Scarves for Chemo Buddies
25. Lego League
26. Robotics Classes
27. UK Extension Office
28. Tri-State Regional Science Fair

Please list the number of volunteer hours for your school. Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13_____1130____          2013-14 so far _____1275_____

In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

1. DDL
2. PLTW
3. Continuing PD for teachers for Tech Ed
4. In house PD on questioning
5. Real world relevant applications in various content areas
6. Project Based Learning in Science
7. Science Fair
8. Accel. Reader Projects
9. Enrichment activities for RTI (Stock Market Game, Astronomy, History Project, Beautification, Newsletter, Pinterest)
10. Carboard Regatta
11. New Common Core standards with the research component and use of the new ELA text

What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Community Service Projects:
1. Salvation Army Canned Food Drive
2. Nicks Helpers for Kosair's Hospital
3. New Hope Animal Shelter needs drive and volunteering
4. Blanket Drive
5. Retirement home activities for the holidays
6. Fusion Art group
7. Feed My Starving Children
8. Peer Mentor Program
9. Help Henderson
10. Enrichment RTI Clubs
11. Veterans Day Program
12. Mathathon St. Jude's Hospital
13. Chemo Buddies

1,563 Student Volunteer Hours so far

2. **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

1. All professional growth plans include the statement and expectations
   a. All NMS students will show growth based upon data from the benchmark assessment given during the 2013-2014 school year
   b. 60% of all NMS students will at least be at the proficient level as determined by the data the KPREP 13-14 assessment in all core areas
2. All activities included in the CSIP are data driven interventions or programs to increase student academic achievement in all areas and program review. Each course is centered around the academic and/or program review standards with assessment and data to progress monitor each student and the school progression towards proficiency.

3. **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

1. Monthly planning meeting with SMS for all core areas (Departments meet bimonthly)
2. 2 core content planning meetings a week focused on data from formative and summative assessments and of effective instructional strategies
3. Benton Middle School – group observed their teachers for improved instruction and environment (continuing communication with them)
4. Math District Coordinator – planning meetings and teacher support
5. SMS common formative and summative assessments and map
6. Grade Cam to provide immediate feedback to allow for timely instructional changes and share data with SMS
7. Collaboration with elementary schools for the arts festival
8. Rich Tyneck

4. **How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

1. Staffing
2. Promoting and approving new academic programs
3. Focusing on needs based upon data
4. Fiscal responsibility
5. NMS Writing Plan
6. Development and approval of SIP
7. Title 1 compact
8. Volunteering

## 3. Spottsville Data

| | Achievement | Gap | Growth | | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 83.9 | 58.2 | 60 | | | | | |
| | *.30 | *.30 | *.40 | | | | | |
| Weighted Score | 25.2 | 17.5 | 24 | | 66.7 | 84 | Proficient | |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 12.4 | 26.2 | 40.3 | 21 | 74.4 | 4.3 | 78.8 | *.20= | 15.8 |
| Math | 8.6 | 20.2 | 45.5 | 25.8 | 81.4 | 8.6 | 89.9 | *.20= | 18.0 |
| Science | 3.8 | 5 | 42.5 | 48.8 | 93.8 | 22.5 | 100.0 | *.20= | 20.0 |
| Soc. Studies | 9.4 | 32.9 | 52.9 | 4.7 | 74.1 | 0 | 74.1 | *.20= | 14.8 |
| Writing | 10.6 | 37.6 | 45.9 | 5.9 | 70.6 | 0 | 70.6 | *.16= | 11.3 |
| Lang. Mech. | 10 | 6.3 | 38.8 | 45 | 87.0 | 17.5 | 100.0 | *.04= | 4.0 |
| | | | | | | | Total = | | 83.9 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 16.7 | 29.6 | 36.1 | 17.6 | 53.7 | | *.20= | 10.7 |
| Math | 14.8 | 25 | 38 | 22.2 | 60.2 | | *.20= | 12.0 |
| Science | 8.6 | 8.6 | 42.9 | 40 | 82.9 | | *.20= | 16.6 |
| Soc. Studies | 12.2 | 41.5 | 39 | 7.3 | 46.3 | | *.20= | 9.3 |
| Writing | 14.6 | 43.9 | 41.5 | 0 | 41.5 | | *.16= | 6.6 |
| Lang. Mech. | 22.9 | 2.9 | 42.9 | 31.4 | 74.3 | | *.04= | 3.0 |
| | | | | | | | Total = | 58.2 |

### Growth:

| | Reading Typical Growth | Math Typical Growth | Total Growth (Rdg + Math /2) | | | Points |
|---|---|---|---|---|---|---|
| | 60.9 | 59 | 60 | | | 60 |

**MAP Fall vs. Winter vs. Spring 11-14**

| Reading | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 81% | 87% | 91% | 77% | 83% | 91% | 67% | 19% | 13% | 9% | 23% | 17% | 9% | 33% |
| 1st Grade | 88% | 80% | 83% | 89% | 81% | 83% | 88% | 12% | 20% | 17% | 11% | 19% | 17% | 12% |
| 2nd Grade | 74% | 77% | 77% | 67% | 73% | 79% | 72% | 26% | 23% | 23% | 31% | 27% | 21% | 28% |
| 3rd Grade | 80% | 82% | 75% | 73% | 78% | 84% | 72% | 20% | 18% | 25% | 27% | 22% | 16% | 28% |
| 4th Grade | 82% | 88% | 88% | 76% | 80% | 86% | 81% | 18% | 12% | 12% | 24% | 20% | 14% | 19% |
| 5th Grade | 85% | 86% | 86% | 74% | 84% | 82% | 74% | 15% | 14% | 14% | 26% | 16% | 18% | 26% |
| **School Total** | **81%** | **84%** | **83%** | **76%** | **80%** | **84%** | **75%** | **19%** | **16%** | **17%** | **24%** | **20%** | **16%** | **25%** |
| **# of Students** | **408** | **407** | **404** | **372** | **384** | **408** | **378** | **93** | **80** | **81** | **118** | **97** | **76** | **123** |

| Math | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 69% | 86% | 91% | 74% | 92% | 95% | 58% | 31% | 14% | 9% | 26% | 8% | 5% | 42% |
| 1st Grade | 75% | 87% | 86% | 84% | 80% | 86% | 88% | 25% | 13% | 14% | 16% | 20% | 14% | 12% |
| 2nd Grade | 76% | 84% | 82% | 69% | 89% | 91% | 75% | 24% | 16% | 18% | 31% | 11% | 9% | 25% |
| 3rd Grade | 74% | 80% | 89% | 83% | 86% | 90% | 77% | 26% | 20% | 11% | 17% | 14% | 10% | 23% |
| 4th Grade | 76% | 85% | 89% | 78% | 88% | 89% | 82% | 24% | 15% | 11% | 22% | 12% | 11% | 18% |
| 5th Grade | 79% | 77% | 89% | 75% | 79% | 80% | 81% | 21% | 23% | 11% | 25% | 21% | 20% | 19% |
| **School Total** | **75%** | **83%** | **88%** | **77%** | **86%** | **88%** | **77%** | **25%** | **17%** | **12%** | **23%** | **14%** | **12%** | **23%** |
| **# of Students** | **373** | **405** | **426** | **376** | **411** | **426** | **385** | **126** | **82** | **59** | **112** | **69** | **56** | **116** |

# Spottsville SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

    a. How have your school improvement activities addressed College and Career Readiness? Proficiency Targets?

Our school Writing Plan is being revised to ensure consistency throughout our school as well as with district expectations. We have hired a retired teacher, with 20+ years of experience teaching writing, who serves as our writing coach in grades 3 – 5. Students receive feedback on their writing pieces on a weekly basis to assist in their development as writers. In January, we will begin implementing a school wide, monthly Stop, Drop, and Write. All students will respond to a writing prompt at the same time. Writing pieces will be analyzed by teaching teams to look for trends to address in writing instruction.

We have continued our school wide focus on Accelerated Reading with individual goals, nine week rewards, and rewards/recognition for students going above and beyond goals. In grades 2 – 5, we also have a strong focus on Accelerated Math. Students are assigned a certain number of objectives to master each week and are expected to complete part of this work as their weekly homework.

Spottsville has a strong Intervention Program (RTI) which targets student who are at or below the $40^{th}$ percentile in reading and math. Small group direct instruction is provided 5 times a week for students in Tier 3 status (1 – $25^{th}$ percentile) and 3 times a week for students in Tier 2 status (26 – $40^{th}$ percentile). Students between the $40^{th}$ and $50^{th}$ percentiles are monitored and provided with interventions in the regular classroom and/or in small group intervention settings. Interventions are provided by Certified Title I teachers and progress is monitored through AIMSweb. Interventions will begin in January through our ESS program. These interventions will be provided in grades 3-5 during afterschool tutoring sessions led by regular classroom teachers.

We are currently planning college visits for students in grades K – 5. Students will tour colleges and universities to obtain a better understanding of post-secondary options. In addition to these tours, $2^{nd}$ grade students participated in CTE pumpkin patch tours and activities. High School Ambassadors will also present to students in grades 3 – 5 to explain opportunities/career paths starting at the high school level.

b. How have you expanded opportunities for involvement of parents and community members in your school

Career Days for each grade
JA Volunteers for each $3^{rd}$ grade classroom
Kindergarten Parent Information Meeting prior to beginning of school
Active PTA organization
3,500 hours of volunteering (2012-2013)
2 Grannies
Partnering with Evansville Iceman Hockey Team for Anti – Bullying campaign and Spottsville Night
Seeking Community Sponsors for college field trips
Hosted American Red Cross Blood Drive
Grandparents' Day Breakfasts for each grade level
Mother's Day Tea – $2^{nd}$ Grade
Local experts in Zumba holding Zumba Club after school
Superhero of the Week
Rotary Field Day, Tri-Fest
Academic Teams in Superintendent's Cup and Governor's Cup meets
Family Writing and Family Math Nights
Teachers document Positive Contacts (minimum of 2 positive contacts per student per year)
Principal's Positive Post Cards

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13 3,501 hours              2013-14 so far 1,500 hours

c.    In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

5th grade researching various topics from United States History and present information via Powerpoint
Special Education using Read and Write Gold
ACTIVBoards in every classroom
Think Central – online versions of Math In Focus and Journeys curriculum
Internet Research to complete writing pieces
Destiny Online Public Access Catalog for searching for appropriate library books
You Tube clips, brain breaks, songs, and rhymes for help in learning math facts, grammar rules, etc.
Compass Odyssey
Headsprout
Starfall Plus
BrainPop and BrainPop Jr.
Reading A-Z, Vocabulary A-Z, Science A-Z
Accelerated Math Live

d.    What opportunities is your school providing for students to successfully become active and productive citizens in their community?
Spottsville is in the process of applying for a Leader in Me grant from the Franklin Covey "I'm a Leader" foundation.  Students are learning the 7 habits and applying them in their school activities and experiences.
Our students participate in many Service Learning Projects:
    Salvation Army Canned Food Drive
    St. Jude's Math-A-Thon
    National Honor Society Students – Individual and/or Small Group Projects
    American Red Cross Blood Drive
Students participate in classroom student council elections where they create posters and give "campaign speeches."
Students hold classroom jobs to show responsibilities and working toward a common goal.
Students and staff members are recognized during morning assemblies for positive accomplishments, going above and beyond what is expected, doing the right thing, and being a productive member of a group or organization.


2. **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**
We participate in 90-120 minute literacy blocks in each grade level to provide a variety of whole group and small group instructional strategies and activities to meet the needs of each student.  During this block of instruction, flexible skill groupings are used to ensure students are receiving rigorous and relevant instruction based on their needs.
Students also participate in a 90 minute math block which consists of Every Day Counts Calendar and Math in Focus.  After direct instruction, guided practice, and independent practice, differentiation occurs to meet the needs of students.  Students work may be accelerated through enrichment activities provided within MIF or reinforced through reteach activities which are also a component of MIF.

Accelerated Reader, STAR Reading (assessment), Accelerated Math, STAR Math (assessment) are required components and allow students to work independently on the levels which matches their skill sets.

Wrong Answer Analysis is completed on Math In Focus assessments so students can work towards mastery of skills.  In other content areas, students are required to revise work to proficiency.  Common Assessments in Math in Focus and Journeys are analyzed for trends and skill mastery.

Scheduled Intervention Blocks at each grade level allow for students in Tier 2 and Tier 3 to be pulled in small group instructional settings. Students in Tier 1 are involved in book clubs, enrichment activities, and one-on-one activities.

3. **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

Spottsville is a proficient school.  Since we were not a progressing proficient school, I am continually seeking out strategies that may lead to increased student achievement.  Some of these initiatives have been to adjust Tier 2 and Tier 3 percentages to better meet the needs of students below mastery.  I am also researching programs and materials that have had proven success in other high performing districts.

4. **How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

KPREP and MAP data are regularly analyzed. In addition to the reports that are available through NWEA, other reports created by our curriculum specialist and me are created to further disaggregate the data by classroom, grade levels, and school.

SBDM Council review and revisits the School Improvement Plan throughout the year to ensure that the activities and strategies are being implemented as set forth in the plan.

In January, SBDM Council will begin to review policies to insure they are current and will impact student achievement in a positive manner.

## 4. HCHS Data

| | Achievement | Gap | Growth | Readiness | Graduation | | Overall | %ile Rank | Rating |
|---|---|---|---|---|---|---|---|---|---|
| Points | 60.8 | 31.7 | 57.3 | 80.3 | 95.3 | | | | |
| | *.20 | *.20 | *.20 | *.20 | *.20 | | | | |
| Weighted Score | 12.16 | 6.3 | 11.5 | 16.1 | 19.1 | | 65.2 | 91 | Distinguished/Progressin |
| | | | | | | | | | High Performing School |
| | | | | | | | | | High Progress School |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 35.2 | 8.5 | 46.5 | 9.9 | 60.7 | 0 | 60.7 | *.20= | 13.2 |
| Math | 30 | 45 | 17.5 | 7.5 | 47.5 | 0 | 47.5 | *.20= | 5 |
| Science | 20.2 | 46.4 | 28.2 | 5.2 | 56.6 | 0 | 56.5 | *.20= | 11.5 |
| Soc. Studies | 26.3 | 15.4 | 36.2 | 22.1 | 66.0 | 0 | 65.9 | *.20= | 10.9 |
| Writing | 8.6 | 39.2 | 43.5 | 8.7 | 71.8 | 0.1 | 71.9 | *.16= | 10.8 |
| Lang. Mech. | 13.4 | 25.8 | 35.3 | 25.4 | 73.6 | 6 | 79.7 | *.04= | 3.1 |
| | | | | | | | Total | = | 60.8 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | | Points |
| Reading | 50 | 9.4 | 38.2 | 2.4 | 40.6 | | | *.20= | 8.12 |
| Math | 33.3 | 44.4 | 18.5 | 3.7 | 22.2 | | | *.20= | 4.4 |
| Science | 28.8 | 53.8 | 16.4 | 1 | 17.5 | | | *.20= | 3.5 |
| Soc. Studies | 38.1 | 20.8 | 27.3 | 13.9 | 41.1 | | | *.20= | 8.2 |
| Writing | 15.1 | 50.1 | 31.2 | 3.5 | 34.8 | | | *.16= | 5.6 |
| Lang. Mech. | 20.5 | 31.4 | 34.8 | 13.3 | 48.1 | | | *.04= | 1.9 |
| | | | | | | | Total | = | 31.7 |

### Growth:

| | | | (Rdg + Math /2) | | |
|---|---|---|---|---|---|
| | Reading Typical Growth | Math Typical Growth | Total Growth | | Points |
| | 57.6 | 56.9 | 57.3 | | 57.3 |

### Readiness:

| | | | Non-D Total/Total Grads | (Bonus/Total Grads)*.5 | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total Graduates | College Ready | Career Ready | Non-Duplicated Total | % College &/or Career Ready | Bonus Count | College + Career Ready Bonus | Points |
| Class of 2013 | 519 | 251 | 87 | 338 | 65.1 | 157 | 15.2 = | 80.3 |

### Grad Rate:

| | Cohort Formula | | | | Points |
|---|---|---|---|---|---|
| Class of 2013 | 95.3 | | | = | 95.3 |

| Henderson County High School PLAN | | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
|---|---|---|---|---|---|---|---|---|---|
| **College Ready** | **% College Ready** | | | | | | | | |
| 15 | English | 60.7% | 58.6% | 60.3% | 57.5% | 66.1% | 72.1% | 75.9% | 73% |
| 19 | Math | 21.5% | 18.3% | 17.0% | 19.1% | 22.9% | 28.7% | 23.3% | 24% |
| 17 | Reading | 44.4% | 48.1% | 41.1% | 39.8% | 52.6% | 49.2% | 45.2% | 52% |
| 21 | Science | 14.2% | 18.6% | 12.3% | 12.8% | 16.5% | 24.3% | 21.3% | 21% |
| 17 | Composite | | | 44% | 46% | 55% | 59% | 60% | 53% |
| | | | | | | | | | |
| | **Mean** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** | **Fall 2013** |
| | English | 15.7 | 15.6 | 15.8 | 15.4 | 16 | 16.7 | 17.4 | 16.9 |
| | Math | 16.2 | 16.3 | 16.3 | 16.4 | 16.9 | 17.3 | 17 | 16.7 |
| | Reading | 16.2 | 16.8 | 16.1 | 16.3 | 17.5 | 16.9 | 16.9 | 16.9 |
| | Science | 17.5 | 17.6 | 17.2 | 17.6 | 17.8 | 18.4 | 18.4 | 18.4 |
| | Composite | 16.5 | 16.7 | 16.4 | 16.5 | 17.2 | 17.4 | 17.6 | 17.3 |

# HCHS SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

The HCHS school council's School Improvement Plan (SIP) goals closely mirror those in the District Improvement Plan (DIP). The HCHS staff has been working weekly on setting and refining school and department goals since the beginning of the school year. We began by looking at the district goals and structured ours to support the board goals. Our goals are: **1) Closing the Achievement Gap, 2) Increasing Staff Efficacy and Leadership, 3) Increasing Safe, Orderly Environment /Positive School Culture and 4) Increasing Parent and Community Involvement.** These school council goals and the strategies and activities that support them are in alignment with the goals of the Kentucky Board of Education and the goals of the Henderson County Board of Education.

a. **How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?**

The SIP has **College and Career Readiness** (CCR) as one of its main goals. Under this specific goal there are currently 17 activities that address 6 specific strategies:

1. Academic and Career Advising/Preparation
   a. Operation Preparation
   b. Independent Study Policy
   c. Comprehensive Testing Program
   d. Expansion of AP Offerings and Enrollment
   e. Comprehensive Guidance and Counseling Program
   f. Advisory Activities
2. Soft Skills Certificate
3. Early/Middle College Exploration
4. Instructional Support and Improvement
   a. Literacy Interventionists
   b. Math Interventionists
5. Program Review Work
   a. Hire Assistant Program Review Coordinator
   b. Program Review Team-Implementation/Monitoring
6. Revise/Increase course offerings and extra-curricular opportunities in the fine arts
   a. Policy Change to Support Fine Arts Pathways
   b. Exploration/Addition of an additional foreign language
   c. School wide Musical Production

These strategies and activities are not the only ones targeting CCR. The other goals in our plan all include strategies and activities that support CCR and increased academic achievement. Several activities in our SIP satisfy objectives for more than one goal.

Proficiency Targets are set for us by KDE. We have included many activities that will help us to achieve these targets. Most of them can be found in the goal, **Closing the Achievement Gap.** These activities include, but aren't limited to:

1. Academic and Behavior Response to Interventions (RTI)
2. Analysis of Special Education Programs
3. Daily Personalized Learning Time for students
4. Extended School Services (21st Century After School grant, Intercession/Catch-Up, Senior Transition Classes/Activities in English/Language Arts (ELA) and Math, Summer School for Credit Recovery and Acceleration)

b. **How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)**

Our **Parent and Community Involvement** goal includes the continued support of the current Commonwealth Institute for Parent Leadership (CIPL) project at HCHS, "AP Catalyst", which is designed to sustain the momentum gained by the school's participation in the National Math and Science Institute (NMSI) grant which ended this year. In addition, we would like to add other CIPL fellows in the coming months when the opportunity exists. Fifty- nine community volunteers (485 hours) participated in Operation Preparation last year at HCHS. We would like to double that number this year. Two years ago the high school returned the Arts Fest which had previously been a yearly showcase of HCHS student talent that enjoyed good attendance. We are expanding that to include community participants and all elementary schools this year.

Other activities - An initial class for an Alumni Hall of Fame is was selected and celebrated last spring. All certified staff participated in the 2013 Home Blitz and plans are being discussed at HCHS, with teachers taking the leadership role, to make next summer's Blitz even more productive by reaching more parents with the focus being on quality visits. Parent contacts are being logged in Infinite Campus (IC) for a more cohesive approach to home/school communication. Each department has set goals to include more business and community people in their daily classroom activities. High school administrators and guidance staff have committed to partnering with the Henderson County Education Coalition/Chamber of Commerce to teach the community the basics of using IC in order to have more parents actively following their student's school grades/behavior.

In addition, available survey data is being used to inform a representative group from the Collaborative Partners to begin work on addressing community issues that affect our students. The HCHS "Teen Issues Survey" (completed in the fall of 2012 during a week focused on issues around bullying), current and past Gallup Poll survey results and the 2012 "Climate Survey" conducted by the HCHS Climate (student) Group have all been shared and used as a starting point for open dialogue about teen issues at school and in the community. This partnership between the school and the Community Partners has been a forum for bringing open conversation to the problems our teenagers in Henderson face on a daily basis.

c. **Please submit the number of volunteer hours served in your school.**
2012-13 ___ 8298 (Sept-May)_____   2012-14 so far __ 1637.50 (so far)_____

d. **In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?**
The HCHS school council requested and received $30,000 Section 7 funding for technology purchases in 2012 and 2013. The purpose of these funds is to enhance teachers' ability to engage students instructionally through the use of technology. Teachers were asked to submit proposals for technology in 2012-13. All funds were used to upgrade the technology in teachers' classrooms (SMART Boards, Document Cameras, Projectors, etc.) The current funds are being used for additional teacher classroom upgrades voted on by the Leadership Team, including grade cameras to assist in grading and recording assessments in a timely fashion to give students immediate feedback.

Currently most teachers use the available technology as an added feature to their lessons. Some courses require research projects however this is an area of growth that our school will be addressing as an instructional issue.

e. **What opportunities is your school providing for students to successfully become active and productive citizens in their community?**
Beginning with the Freshmen Initiative, students at HCHS are taught expectations and recognized and rewarded for meeting those expectations. Several groups, including all freshman, perform Service Learning projects throughout the year. We have a Kentucky Center for Instructional Discipline (KYCID) team that is

responsible for collecting behavior data and sharing with the staff, as well as organizing rewards and incentives for academics and behavior. The number of discipline referrals for the 2005-2006 school year was over 10,000. Since that time the number has decreased by 53%. HCHS students are highlighted over the intercom for doing "good deeds" that have been noticed by teachers and their peers. These "shout-outs" for Colonel Character have increased the number of positive interactions with students who have otherwise been recognized only for bad behavior. An additional resource person added to our staff is the new Juvenile Justice worker who joined us in the spring semester of 2013. This collaboration with the local court system and the Department for Juvenile Justice (DJJ) is the only one of its kind in Kentucky. The program's focus is to provide positive interventions at a deterrent to the court system. Our Personalized Learning Time (PLT) was expanded from one day per week to four days per week, totaling 160 minutes weekly. Advisors have a weekly lesson plan to follow that includes informational items, career and academic counseling, ILP work and character building activities. We have the structure well in place now to enhance this time with more structured curriculum. Research is being done on appropriate curriculum offerings. The vision for this time is that eventually responsible upper classman will lead freshmen and sophomores in acclimating them to high school work and expectations of College and Career Readiness.

2.  **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

(Since HCHS is the last opportunity for students to become college and career ready many of the activities and strategies listed in question #1 also apply to this question.)

Our staff has developed a process for compiling all student data (scores from common formative and summative assessments, state assessments, CTE certifications, etc.) into one common format. We monitor our students progress toward benchmarks from their 8th grade EXPLORE test to their final assessment taken at HCHS. This data is analyzed regularly and interventions are designed and delivered to students who need them.

Our school's Leadership Team (administrators, department coordinators and teacher leaders) began meeting weekly after school in January of 2012 to determine how to ensure students receive a "guaranteed and viable curriculum" taught with innovative and sound instructional practices. We are studying together and determining the course of Henderson County High School for the future. We know we have much work to do to deliver the Common Core Standards and achieve our goal of becoming a "School of Distinction" as measured by our state's assessment system. We are up to this challenge.

3.  **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

HCHS is not currently labeled "Needs Improvement" but I communicate weekly with statewide contacts I have made through the years to keep current on emerging strategies being used by the resource people placed in schools throughout Kentucky. to assist schools in need of improvement.

4.  **How are the members of your SBDM council intentional and consistent in promoting student achievement?**

The data for high schools is not like data for middle or elementary schools. Our data comes in at varying times of the year, depending on the piece of accountability data and when each assessment is administered or each data point is collected. In addition to this state accountability data, our benchmark data is also examined by the council. Student Achievement is a standing item on our monthly agenda. We analyze the most current and relevant data each month during our monthly meetings.

## 5. East Heights Data

| Achievement | Gap | Growth |
|---|---|---|
| 85.6 | 57.7 | 64.2 |
| *.30 | *.30 | *.40 |
| 25.7 | 17.3 | 25.7 |

| Overall | Percentile Rank | Rating |
|---|---|---|
| 68.7 | 88 | Proficient/ Progressing |

| 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|
| %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| 17.1 | 24.3 | 41.4 | 17.1 | 70.7 | 0 | 70.8 | *.20= | 14.2 |
| 9.1 | 28.1 | 39.5 | 23.2 | 76.8 | 7.1 | 83.8 | *.20= | 16.8 |
| 8 | 12.5 | 46.6 | 33 | 85.9 | 12.5 | 98.3 | *.20= | 19.7 |
| 2.3 | 26.7 | 47.7 | 23.3 | 84.4 | 10.5 | 94.7 | *.20= | 18.9 |
| 7 | 34.9 | 52.3 | 5.8 | 75.6 | 0 | 75.6 | *.16= | 12.1 |
| 8 | 21.6 | 29.5 | 40.9 | 81.2 | 16.5 | 97.8 | *.04= | 3.9 |
| | | | | | | Total | = | 85.6 |

| 0 pt | 0 pt | 1 pt | 1 pt | | | | | |
|---|---|---|---|---|---|---|---|---|
| %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | | Points |
| 23.2 | 26.2 | 38.4 | 12.2 | 50.6 | | | *.20= | 10.1 |
| 12.8 | 34.8 | 38.4 | 14 | 52.4 | | | *.20= | 10.5 |
| 12.7 | 16.4 | 45.5 | 25.5 | 70.9 | | | *.20= | 14.2 |
| 1.9 | 35.8 | 43.4 | 18.9 | 62.3 | | | *.20= | 12.5 |
| 9.4 | 41.5 | 41.5 | 7.5 | 49.1 | | | *.16= | 7.9 |
| 12.7 | 25.5 | 32.7 | 29.1 | 61.8 | | | *.04= | 2.5 |
| | | | | | | Total | = | 57.7 |

| | | (Rdg + Math /2) | | |
|---|---|---|---|---|
| Reading Typical Growth | Math Typical Growth | Total Growth | | Points |
| 51.8 | 76.5 | 64.2 | | 64.2 |

# MAP Fall vs. Winter vs. Spring 11-14

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 76% | 71% | 81% | 73% | 72% | 74% | 68% | | 24% | 29% | 19% | 27% | 28% | 26% | 32% |
| 1st Grade | 80% | 65% | 71% | 84% | 74% | 78% | 80% | | 20% | 35% | 29% | 16% | 26% | 22% | 20% |
| 2nd Grade | 72% | 65% | 70% | 72% | 65% | 75% | 83% | | 28% | 35% | 30% | 21% | 35% | 25% | 17% |
| 3rd Grade | 80% | 79% | 78% | 64% | 66% | 72% | 70% | | 20% | 21% | 22% | 36% | 34% | 28% | 30% |
| 4th Grade | 82% | 79% | 82% | 88% | 80% | 82% | 76% | | 18% | 21% | 18% | 12% | 20% | 18% | 24% |
| 5th Grade | 75% | 75% | 78% | 78% | 73% | 80% | 76% | | 25% | 25% | 22% | 22% | 27% | 20% | 24% |
| School Total | 78% | 72% | 76% | 77% | 71% | 77% | 75% | | 22% | 28% | 24% | 23% | 29% | 23% | 25% |
| # of Students | 404 | 384 | 408 | 421 | 393 | 427 | 423 | | 115 | 147 | 126 | 128 | 157 | 130 | 140 |
| Math | % On/Above | | | | | | | | % Below | | | | | | |
| K | 66% | 67% | 78% | 59% | 74% | 79% | 48% | | 34% | 33% | 22% | 41% | 26% | 21% | 52% |
| 1st Grade | 70% | 75% | 66% | 77% | 78% | 81% | 76% | | 30% | 25% | 34% | 23% | 22% | 19% | 24% |
| 2nd Grade | 65% | 72% | 73% | 79% | 78% | 85% | 88% | | 35% | 28% | 27% | 21% | 22% | 15% | 12% |
| 3rd Grade | 80% | 82% | 85% | 72% | 66% | 77% | 75% | | 20% | 18% | 15% | 28% | 34% | 23% | 25% |
| 4th Grade | 82% | 77% | 85% | 79% | 68% | 82% | 69% | | 18% | 23% | 15% | 21% | 32% | 18% | 31% |
| 5th Grade | 68% | 72% | 74% | 74% | 75% | 84% | 64% | | 32% | 28% | 26% | 26% | 25% | 16% | 36% |
| School Total | 73% | 74% | 77% | 73% | 73% | 81% | 70% | | 27% | 26% | 23% | 27% | 27% | 19% | 30% |
| # of Students | 375 | 392 | 415 | 403 | 403 | 452 | 395 | | 140 | 138 | 125 | 147 | 147 | 105 | 169 |

# East Heights SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

    a. How have your school improvement activities addressed College and Career Readiness? Proficiency Targets?

    Enhancing communication and providing opportunities to make our students more aware of post high school opportunities is the most effective way we can begin to prepare our students for the 21st century workforce. Each day our entire staff and student body recites our school mission statement and Guidelines for Success to help our students understand that building a strong character and developing good work habits is essential in preparing them for college and career readiness. College awareness activities include College Spirit Days, College T-Shirt Days, and morning assembly power points featuring important facts and highlights about colleges and universities. Teachers display their college degrees and pennants in their classrooms, and share information about their school alma mater with their students.

    Our character coach develops and delivers weekly character and career lessons to all students. Community leaders and former EHS students visit our school to speak with students about college and career choices. Approximately 8-10 HCHS seniors, who are interested in pursuing a teaching career, work with our students every day.

    Developing a rigorous and relevant curriculum grounded in the core academic disciplines allows teachers to guide their students to mastery of proficiency targets. Implementation of the Characteristics of Highly Effective Teaching and Learning supports the teacher in focusing on the learning climate; classroom assessment and reflection, instructional rigor and student engagement; instructional relevance; and knowledge of content.

    b. How have you expanded opportunities for involvement of parents and community members in your school? (CIPL projects, parent groups, community partners, etc.)

    East Heights has expanded opportunities for involvement of parent and community members by partnering with community organizations and developing and fostering relationships with parents, students, and staff. Our school collaborates with local agencies and community members to provide enhanced opportunities for our students. Examples include John James Audubon Park art and science educational programs, EHS Book Club, EHS Science Club, Zumbatomics instruction, Tae Kwon Do instruction, 100 Mile Club, book authors and illustrators, Real Science Guy, HCHS Dance Team, HCHS CTE Unit, HCHS FFA, HCHS Ambassadors, YMCA, used book sale, Sureway partners, D.A.R.E., Conservation, and School Smiles.

    Family Resource collaborates with local agencies such as the Volunteer and Information Service, Salvation Army, Audubon Area Community Services, Housing Authority, Department for Community Based Services, The Answer Center, Hospice, Christian Community Outreach, Henderson County Cooperative Extension Service, Shelter for Women and Children, Answer Center, St. Vincent DePaul Society, Happy Feet, and our local Rotary and Lions Clubs. Non-local agencies include Imagination Library and Kosair Children's Hospital. In addition, Lighthouse Counseling Services, River Valley Behavioral Health, Henderson County Library, local churches and the Big Brothers Big Sisters Program are a few of the organizations we partner with to encourage family involvement. Family Resource works to increase this involvement by coordinating student/family events such as ReadiFest, Family Fall Fun Night, Back to School events, a Bike Safety Program for students and other speakers. Our Foster Granny Program, Lead to Read Program, HCHS reading tutors, and our parent popcorn volunteer program have increased community involvement with East Heights students and families.

East Heights Elementary Volunteer Hours:

2012-2013 246.5          2013-14 so far = 2277

c.  In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

East Heights' students are engaged in using technology for research, inquiry, problem solving, and innovation on daily basis.  Some examples are:

- 5th Grade Colonial Life – Students research a trade performed during colonial days, develop a power point presentation of the details and responsibilities of that trade, design and dress in costume, and present their research to the class.
- 4th Grade Science – Students form a question and complete background research to complete the steps of the scientific method.
- 3rd Grade ELA – Students develop a "How To" power point presentation that provides detailed steps of how to complete a project.  Students Skype with preschool students at the TBJ ELC about literature and daily school life in third grade.
- Primary Writing – Students write poems and stories in a word document and publish class books. Students create invitations to school events in publisher.
- Math – Students collect data and create bar graphs and pie charts in excel.

Members of East Heights' Student Council spent many hours creating a video to help teach/remind their fellow students about the rules for school dances.  The ideas, scenes, dialogue, and presentation techniques were developed by the students themselves with guidance from the student council sponsors.

d.  What opportunities is your school providing for students to successfully become active and productive citizens in their community?

East Heights provides numerous opportunities for our students to develop the skill set that is necessary to become active and productive citizens in the community.

The EHS National Elementary Honor Society participates in numerous annual activities which help them to develop into productive citizens of our community. Some of the activities this year include:  EHS Family Food Drive, Community Food Drive, and raising awareness and monetary support for the fight against Cancer through a Mini-Relay for Life. Other activities in which the students in NEHS have participated include making and sending Christmas cards to local veterans, assistance to the New Hope Animal Shelter, and cleaning up around the school grounds.

Members of East Heights' Student Council also participate in activities which will bolster their awareness of being a productive citizen.  Students must communicate in writing how they will be a good leader and citizen of our school in order to even have a chance to be on the student council.  The council is now in phase II making the playground a better place for students by purchasing a new piece of playground equipment for the students to enjoy.

The 4H Club, Girl Scouts, Boy Scouts, Archery Club and Academic Team are other school groups that work hard to teach and encourage the skills and behaviors that citizens must exhibit to be active and productive in their community.  The 4H Club, Girl Scouts, and Boy Scouts by virtue of their own guiding principles and "laws", teach good citizenship and use it as their foundation.  The Academic Team is taught to be "good sports" to others no matter the outcome of a game and has won the Katherine Hume sportsmanship award several times.

The student body as a whole learns about being active and productive citizens not only in daily classroom engagements (following rules and Guidelines for Success, helping classmates, being a peer buddy, holding classroom jobs, etc), but also in weekly character education classes taught by the guidance counselor. The student body also participates and collaborates with community partners in various community efforts such as the Salvation Army food collections, donating their own personal books for a used book sale, donating money for Pennies for Patients, Christmas Food Drive, and collecting gift items for Operation Christmas Child.

**2.** **How do your school improvement activities support the achievement of the KCAS standards as**

The school improvement activities at East Heights support the achievement of the KCAS standards as measured by the KPREP assessments by building a supportive culture that encourages success for the whole child. Nurturing the development of a child's interpersonal communication skills through knowledge, practice, feedback, and reflection will later support the student in his or her educational career. Students are given multiple opportunities to find their niche and taste success. When that occurs they become more confident and are drawn in and willing to take academic risks. Student achievement and learning progression is recognized and celebrated because in that celebration you will create replication. By focusing on the development of the whole child a student's confidence level increases and he or she becomes more willing to be challenged academically. That willingness to be challenged academically will support them when determining a college and career future.

The 2013-2014 professional development is focused on implementing a school wide literacy plan using the newly adopted Journey's ELA Curriculum. Teachers in all grades are receiving ongoing training in best practices to implement the new series. Professional development in also focused on best practices for writing for all teachers. The curriculum specialist, Julie Schneider and the writing coalition are in year two of the implementation of a school wide writing plan.

3. **How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

Members of the East Heights SBDM council are dedicated to the task of analyzing student achievement data to determine the best decisions to improve student learning.

## 6. A B Chandler Data

| | Achievement | Gap | Growth | | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 78.1 | 53.9 | 53.6 | | | | | |
| | *.30 | *.30 | *.40 | | | | | |
| Weighted Score | 23.4 | 16.2 | 21.4 | | 61 | 63 | Needs Improvement | |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 21.5 | 27.3 | 36 | 15.1 | 64.8 | 0 | 64.8 *.20= | | 13.0 |
| Math | 14 | 35.5 | 37.2 | 13.4 | 68.4 | 0 | 68.4 *.20= | | 13.7 |
| Science | 5.3 | 17.5 | 47.4 | 29.8 | 86.0 | 12.3 | 98.3 *.20= | | 19.7 |
| Soc. Studies | 2.2 | 23.9 | 67.4 | 6.5 | 85.9 | 2.2 | 88.0 *.20= | | 17.6 |
| Writing | 4.3 | 54.3 | 39.1 | 2.2 | 68.5 | 0 | 68.5 *.16= | | 11.0 |
| Lang. Mech. | 15.8 | 22.8 | 38.6 | 22.8 | 72.8 | 3.5 | 76.3 *.04= | | 3.1 |
| | | | | | | | Total = | | 78.1 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | | Points |
| Reading | 24.6 | 33.3 | 33.3 | 8.7 | 42.1 | | | *.20= | 8.4 |
| Math | 17.5 | 40.5 | 34.9 | 7.1 | 42.1 | | | *.20= | 8.4 |
| Science | 7.1 | 21.4 | 50 | 21.4 | 71.4 | | | *.20= | 14.3 |
| Soc. Studies | 2.7 | 24.3 | 67.6 | 5.4 | 73 | | | *.20= | 14.6 |
| Writing | 2.7 | 59.5 | 35.1 | 2.7 | 37.8 | | | *.16= | 6.0 |
| Lang. Mech. | 21.4 | 23.8 | 38.1 | 16.7 | 54.8 | | | *.04= | 2.2 |
| | | | | | | | Total | = | 53.9 |

### Growth:

| | | | (Rdg + Math /2) | | |
|---|---|---|---|---|---|
| | Reading Typical Growth | Math Typical Growth | Total Growth | | Points |
| | 49.5 | 57.6 | 53.6 | | 53.6 |

# MAP Fall vs. Winter vs. Spring 11-14

## Reading

| | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 71% | 74% | 79% | 62% | 67% | 79% | 73% | 29% | 26% | 21% | 38% | 33% | 21% | 27% |
| 1st Grade | 85% | 82% | 84% | 81% | 69% | 78% | 84% | 15% | 18% | 16% | 19% | 31% | 22% | 16% |
| 2nd Grade | 76% | 79% | 71% | 72% | 57% | 72% | 72% | 24% | 21% | 29% | 33% | 43% | 28% | 28% |
| 3rd Grade | 80% | 80% | 79% | 76% | 77% | 82% | 70% | 20% | 20% | 21% | 24% | 23% | 18% | 30% |
| 4th Grade | 69% | 78% | 61% | 77% | 75% | 73% | 80% | 31% | 22% | 39% | 23% | 25% | 27% | 20% |
| 5th Grade | 73% | 65% | 69% | 70% | 62% | 67% | 69% | 27% | 35% | 31% | 30% | 38% | 33% | 31% |
| School Total | 75% | 77% | 74% | 73% | 68% | 76% | 75% | 25% | 23% | 26% | 27% | 32% | 24% | 25% |
| # of Students | 263 | 267 | 258 | 254 | 237 | 262 | 272 | 88 | 82 | 91 | 93 | 110 | 84 | 92 |

## Math

| | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 57% | 67% | 71% | 55% | 63% | 74% | 56% | 43% | 33% | 29% | 45% | 37% | 26% | 44% |
| 1st Grade | 68% | 81% | 81% | 78% | 67% | 84% | 84% | 32% | 19% | 19% | 22% | 33% | 16% | 16% |
| 2nd Grade | 71% | 73% | 76% | 67% | 57% | 77% | 71% | 29% | 27% | 24% | 33% | 43% | 23% | 29% |
| 3rd Grade | 69% | 67% | 77% | 76% | 73% | 88% | 64% | 31% | 33% | 23% | 24% | 27% | 12% | 36% |
| 4th Grade | 49% | 57% | 61% | 63% | 57% | 67% | 79% | 51% | 43% | 39% | 38% | 43% | 33% | 21% |
| 5th Grade | 48% | 53% | 53% | 53% | 51% | 67% | 62% | 52% | 47% | 47% | 47% | 49% | 33% | 38% |
| School Total | 62% | 67% | 70% | 66% | 62% | 77% | 69% | 38% | 33% | 30% | 34% | 38% | 23% | 31% |
| # of Students | 214 | 228 | 246 | 229 | 217 | 265 | 252 | 132 | 111 | 104 | 118 | 131 | 80 | 111 |

## A B Chandler SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**

   a. How have your school improvement activities addressed College and Career Readiness? Proficiency Targets?

College and Career Readiness
- Intense focus on teaching "soft skills" through the Leader in Me process.
- Career Day opportunities provided for students. CTE students came to AB Chandler to share the different Career Pathways and 21st Century Skills.
- Guidance lessons focused on College and Career Readiness including VAULT financial program.
- 5th Grade students visit HCC and Toyota
- Another component implemented this year to ready our students for CCR is our Service on Campus Team, or SOC team. Students apply for "leadership jobs" by filling out a job application. Students can apply for such positions as Recycling Leader, Pledge Leader, Birthday Leader, and many more. They serve in their appointed position for 9 weeks and then reapply for a different position. This team is opened for grades 3-5

Proficiency Targets
- Intense focus on RTI in Reading, Math, and Writing
- Journeys Reading program
- Math in Focus
- Step up to Writing program
- Utilizing more rigorous reading material with greater text complexity to ensure growth in all students.
- Focus on Math vocabulary and problem solving by having daily school-wide lessons/activities during morning assembly.
- Students at Chandler have an individual Leadership Notebook. These are used to encourage students to be accountable for their own performance, both academically and behaviorally. Students share their notebooks with each other, parents, and staff

   b. How have you expanded opportunities for involvement of parents and community members in your school

- CIPL Project focused on STEM initiatives.
- Leader in Me parent trainings- parents committed to three, 2 hour sessions to be trained in the 7 Habits.
- Parent Volunteers for a variety of activities.
- Family nights focused on Reading and Math
- Leadership Day- educators, community, and business leaders are invited to visit the school for an entire day and learn about the Leader in Me.
- Leadership Luncheon- community and business leaders are invited to attend a luncheon and learn about the Leader in Me.
- Career Day- CTE students and local business leaders are invited to share the different aspects of their career.
- Grandparents lunch
- Muffins with Moms
- Donuts with Dads
- Data and Dessert- parents and students have dessert while students share their leadership notebooks. This is sometimes known as student-led conferences.

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13___1029___                    2013-14 so far ____746___

      c.   In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

- Students utilize computers for subject specific research
- SMART boards in every classroom that allow students the opportunity engage with technology, conduct research, and make presentations.
- Sound field systems located in over half of classrooms.  Plans are underway to place sound field systems in remaining classrooms by the end of January.
- LEGO League club created to provide hands on STEM experiences for students.  Students participated in a district competition with their robot.
- Outside of research, our school is not equipped with the appropriate technology necessary to allow students the opportunity to innovate or problem solve.

      d.   What opportunities is your school providing for students to successfully become active and productive citizens in their community?

- Service Learning projects at every grade level.  Projects include: collecting pop tabs for the Ronald McDonald House (KG), Raising money for Childhood Cancer Awareness (5th grade), Red Cross Blood Drive (4th grade), Canned Food Drive for the Salvation Army (3rd Grade), Operation Christmas Child (2nd Grade)

- Leadership Day- Educators are invited to witness student-led activities centered around the Leader in Me

- Veteran's Day Assembly

- Career Day

- The Leader in Me provides the foundation which allows students the opportunity to become independent leaders and productive citizens in their community.  As students learn about the 7 Habits of Highly Effective People, they are able to internalize the belief systems and begin to understand that they can become part of something greater than themselves.  In turn, they realize that helping others (service learning) is a result of putting these habits into practice (i.e. think win-win). As the students grow in their knowledge of the 7 Habits they begin to initiate the service learning ideas and take ownership of the process and the outcome.

2. **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

Each activity that was embedded into the school improvement plan is focused on Reading and Math.
Activities include:
- Journeys Reading program
- Math in Focus/Everyday Counts Calendar Math
- Leveled Literacy Interventions
- FASTT Math
- Accelerated Reader
- Accelerated Math
- Compass Learning/Headsprout
- 120 minute Reading block/90 minute Math block
- Timed Assessments are administered to grades 3-5. This is to increase the students awareness of completing a task within a specific timed setting

3. **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

- Partnering with the Academic and Behavioral Response to Intervention (ABRI) research group from the University of Louisville.
- Inviting the district Reading Team to progress monitor students and provide feedback regarding areas of growth in the area of Reading.
- Meeting with high performing schools in the district to discuss effective strategies being used to elicit high growth in Reading and Math.
- Mr. Gardner is part of the statewide cohort, Leadership in Action which is focusing on effective RTI programs.
- Collaborating with the Prichard Committee to conduct a PT3 conference with teachers and parents.

4. **How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

- Consistently monitor achievement data (MAP, KPREP, etc), ask questions, and provide feedback.
- Assign tasks to committees that are based on high academic achievement
- Make high leverage budgetary decisions to make resources available to promote student achievement.

## 7. TBJ ELC Data

**Kindergarten Brigance Results 2013**

| Henderson County | |
|---|---|
| Ready with Enrichments | 4% |
| Ready | 44% |
| Not Ready | 52% |

| A.B. Chandler Elementary | |
|---|---|
| Ready with Enrichments | 3% |
| Ready | 47% |
| Not Ready | 49% |

| Jefferson Elementary | |
|---|---|
| Ready with Enrichments | 3% |
| Ready | 37% |
| Not Ready | 60% |

| Bend Gate Elementary | |
|---|---|
| Ready with Enrichments | 3% |
| Ready | 41% |
| Not Ready | 57% |

| Niagara Elementary | |
|---|---|
| Ready with Enrichments | 5% |
| Ready | 58% |
| Not Ready | 36% |

| Cairo Elementary | |
|---|---|
| Ready with Enrichments | 3% |
| Ready | 48% |
| Not Ready | 50% |

| South Heights Elementary | |
|---|---|
| Ready with Enrichments | 2% |
| Ready | 33% |
| Not Ready | 65% |

| East Heights Elementary | |
|---|---|
| Ready with Enrichments | 7% |
| Ready | 44% |
| Not Ready | 49% |

| Spottsville Elementary | |
|---|---|
| Ready with Enrichments | 6% |
| Ready | 48% |
| Not Ready | 45% |

# Teaching Strategies GOLD Growth Data SUMMARY

| Area of Development | # of Children | # of Children BELOW Growth Range | % of Children BELOW Growth Range | # of children MEETNG or ABOVE Growth Range | % of Children MEETING or ABOVE Growth Range |
|---|---|---|---|---|---|
| Social Emotional | 332 | 8 | 2% | 324 | 98% |
| Physical | 331 | 15 | 5% | 316 | 95% |
| Language | 333 | 23 | 7% | 310 | 93% |
| Cognitive | 334 | 14 | 4% | 320 | 96% |
| Literacy | 331 | 8 | 2% | 323 | 98% |
| Mathematics | 317 | 16 | 5% | 301 | 95% |

# TBJ ELC Progress Report

**How do your school improvement activities advance the board goals?**

How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

We have created not an "if", but "when" culture.  Our culture is that college is an essential next step following high school and that we all can fulfill this no matter what socio-economic, race, ethnicity background.  We highlight college and careers within our curriculum.

How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)

Volunteer Opportunities
**Family Involvement Activities for ELC students**
- 2 Home Visits
- 3 Parent teacher conference nights/days
- Orientation nights (3 nights)
- Tea Party (garden and Secret Garden literature)
- Secret Garden Pre-show Activities
- Harvest HoeDown
- WinterFest
- Nutcracker Pre-show activities
- Hispanic cultural Night/Coat of Many Colors
- All about your Child Night
- Dr. Kaboom pre-show activities
- Valentine Meal
- Kindergarten Transition Nights

**Family Involvement Activities for Birth to 5**
- 4C Play and Learn
- Toyota bornLearning
- Prichard Committee Parent Project (From Pre-K to On Our Way)
- Welborn Foundation Early Childhood Transition to K Partnership
- Barnes and Nobles Literacy Events

**Community Partnerships**
- Fire Department/Fire Safety
- Veteran's Day
- Metzger Zoo
- Early Childhood Council (Chair)
- Education Coalition (Member)
- Community Foundation for Excellence (Chair)
- Collaborative Partners (Member)
- Public Library
- TOPS Service Project
- Gifted and Talented Service Project
- Parks and Recreation (Summer Program)
- CTE Work Study Program

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside school hours.

2013-14 so far   100 hours

In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

**Daily**
SMART boards in each classroom (incorporated into teaching-not projector)
Sound field systems (research shows decrease in behavior and ADHD like behaviors)
Document cameras (visual for all children to see "up close")
Skype (school to school, authors, around the world/cultures)
Computer Centers/small lab (kept developmentally appropriate, but preparing for K)
Listening Centers
iPads (data collection for curriculum)

What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Leader in Me (Monthly lessons to highlight/introduce the 7 habits)
KISSED
Second Step
Anti-Bias Curriculum
Leadership development opportunities with community events (Production Videos, Chamber dinner, etc.)

**How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

We are building the foundation with the "whole child" (social/emotional, physical, language, cognitive, literacy, mathematics, **science/technology, social studies, the arts).**
**We collect data through GOLD (and utilize growth reports for data analysis for entire program outcomes).**
**We have completed our first year of state mandated Brigance kindergarten readiness screening.**
We are currently working on pre-K and kindergarten alignment.  We are working toward aligning to common core while maintaining developmentally appropriate practice.

## 8. Jefferson Data

| | Achievement | Gap | Growth | | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 54.2 | 27.8 | 53 | | | | | |
| | *.30 | *.30 | *.40 | | | | | |
| Weighted Score | 16.3 | 8.3 | 21.2 | | 45.8 | 11 | Needs Improvement | |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 32.5 | 37.7 | 24.5 | 5.3 | 48.7 | 0 | 48.7 | *.20= | 9.7 |
| Math | 29.1 | 38.4 | 24.5 | 7.9 | 51.6 | 0 | 51.7 | *.20= | 10.3 |
| Science | 11.9 | 42.4 | 33.9 | 11.9 | 67.0 | 0 | 67.0 | *.20= | 13.4 |
| Soc. Studies | 15.6 | 57.8 | 24.4 | 2.2 | 55.5 | 0 | 55.6 | *.20= | 11.1 |
| Writing | 26.7 | 51.1 | 20 | 2.2 | 47.8 | 0 | 47.8 | *.16= | 7.6 |
| Lang. Mech. | 32.2 | 30.5 | 20.3 | 16.9 | 52.5 | 0 | 52.6 | *.04= | 2.1 |
| | | | | | | | Total | = | 54.2 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 36.2 | 38.6 | 20.5 | 4.7 | 25.2 | | *.20= | 5.0 |
| Math | 32.3 | 40.9 | 20.5 | 6.3 | 26.8 | | *.20= | 5.4 |
| Science | 14.3 | 46.9 | 26.5 | 12.2 | 38.8 | | *.20= | 7.8 |
| Soc. Studies | 17.9 | 59 | 20.5 | 2.6 | 23.1 | | *.20= | 4.6 |
| Writing | 28.2 | 48.7 | 20.5 | 2.6 | 23.1 | | *.16= | 3.7 |
| Lang. Mech. | 38.8 | 28.6 | 18.4 | 14.3 | 32.7 | | *.04= | 1.3 |
| | | | | | | | Total = | 27.8 |

### Growth:

| | Reading Typical Growth | Math Typical Growth | Total Growth (Rdg + Math /2) | | Points |
|---|---|---|---|---|---|
| | 55 | 51 | 53 | | 53 |

**MAP Fall vs. Winter vs. Spring 11-14**

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 68% | 78% | 79% | 53% | 61% | 81% | 59% | | 32% | 22% | 21% | 47% | 39% | 19% | 41% |
| 1st Grade | 64% | 63% | 78% | 64% | 57% | 49% | 76% | | 36% | 37% | 22% | 36% | 43% | 51% | 24% |
| 2nd Grade | 58% | 55% | 66% | 59% | 42% | 57% | 53% | | 42% | 45% | 34% | 31% | 58% | 43% | 47% |
| 3rd Grade | 43% | 55% | 62% | 68% | 53% | 60% | 55% | | 57% | 45% | 38% | 32% | 47% | 40% | 45% |
| 4th Grade | 70% | 59% | 58% | 56% | 45% | 56% | 51% | | 30% | 41% | 42% | 44% | 55% | 44% | 49% |
| 5th Grade | 72% | 76% | 77% | 55% | 50% | 55% | 58% | | 28% | 24% | 23% | 45% | 50% | 45% | 42% |
| School Total | 65% | 65% | 70% | 59% | 52% | 59% | 59% | | 35% | 35% | 30% | 41% | 48% | 41% | 41% |
| # of Students | 208 | 207 | 219 | 193 | 167 | 193 | 204 | | 113 | 113 | 94 | 133 | 155 | 133 | 142 |
| **Math** | **% On/Above** | | | | | | | | **% Below** | | | | | | |
| K | 54% | 60% | 76% | 40% | 74% | 74% | 35% | | 46% | 40% | 24% | 60% | 26% | 26% | 65% |
| 1st Grade | 77% | 67% | 71% | 65% | 66% | 59% | 72% | | 23% | 33% | 29% | 35% | 34% | 41% | 28% |
| 2nd Grade | 61% | 57% | 60% | 69% | 56% | 58% | 66% | | 39% | 43% | 40% | 31% | 44% | 42% | 34% |
| 3rd Grade | 37% | 29% | 41% | 68% | 53% | 61% | 41% | | 63% | 71% | 59% | 32% | 47% | 39% | 59% |
| 4th Grade | 49% | 35% | 46% | 41% | 38% | 44% | 44% | | 51% | 65% | 54% | 59% | 62% | 56% | 56% |
| 5th Grade | 48% | 50% | 57% | 38% | 40% | 35% | 42% | | 52% | 50% | 43% | 62% | 60% | 65% | 58% |
| School Total | 56% | 50% | 57% | 53% | 56% | 56% | 50% | | 44% | 50% | 43% | 47% | 44% | 44% | 50% |
| # of Students | 177 | 158 | 183 | 172 | 180 | 181 | 174 | | 140 | 160 | 137 | 152 | 142 | 142 | 172 |

# Jefferson SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**
   a. How have your school improvement activities addressed College and Career Readiness? Proficiency Targets?

- RTI program for reading and mathematics (addition of a full time math interventionist this year)
- Accelerated Reader / Accelerated Math
- Writing Coach for grades 3,4,and 5 (2-3 days a week)
- Uninterrupted reading block for grades K-3.
- 90-120 minute reading block for all grades
- 90 minute math block for all grades
- Small group reading in grades K-3 (adults not connected to a classroom are assigned to go in to the rooms to help with small group reading 5 days a week).
- The Jungle- Early morning room for grades 3-5 to come in and complete homework, get homework help, take AR tests, and take AM tests.
- Revision of Jefferson's Writing Plan
- College Visits in grades 3-5
- Implementation of The Leader In Me
- Scheduled Intervention Blocks for all grades 5 days a week
- Implementation of We the People for 5th grade Social Studies

b. How have you expanded opportunities for involvement of parents and community members in your school

- Partnership with One Life, First Baptist, and Water's Edge Church to bring in reading mentors on a weekly basis
- One Life (Life Groups) providing dinners and assistance to Jefferson families to develop relationships in the attempt to revitalize the East End of town.
- Parent Volunteers to stuff food in backpacks for our Backpack Program
- CIPL- STEM fair night
- 1 Grannie
- Moms and Muffins
- Dads and Donuts
- Reading, Math, and Science family nights

Please submit the number of volunteer hours served in your school.

**2013-13 461 hours**          **2013-14 so far: 836 hours**

c. In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

- Lego League
- Science Projects for 4th grade
- Academic Team
- ACTIV Boards in every room

- Think Central- online version of Math in Focus and Journeys
- Compass Learning
- FASTT Math
- HeadSprout

    d. What opportunities is your school providing for students to successfully become active and productive citizens in their community?
- The Leader In Me
- Service Learning Projects (school wide and by grade level)
- SOC Jobs (Service On Campus) – Students in grades 3-5 apply for school jobs. The jobs change each marking period
- Classroom jobs- Each student has a specific job in their classroom
- Student Lighthouse Team – Student Leadership Team

2. **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP assessments?**
- 90-120 minute Reading Blocks for all grades
- 90 minute math block for all grades
- Accelerated Reader
- Accelerated Math
- Common and Formative Assessments in Reading and Math
- Analyzing common and formative assessments on a weekly basis with Curriculum Specialist
- Scheduled intervention blocks for all grades 5 days a week

3. **If your school is designated and Needs Improvement, with whom are you collaborating with to seek out strategies to become Proficient?**
- Jo Swanson
- Marganna Stanley
- Turn Around School in Nashville TN (with Jo Swanson, Brian Gardner, and Rob Carroll)
- Other teachers, curriculum Specialists, and Principals from within the district
- Brian Gardner- for implementation of The Leader in Me

How are members of you SBDM council intentional and consistent in promoting students achievement?
- Meet Monthly
- Analyze KPREP and MAP data
- Parent members are also PTA officers

# 9. Cairo Data

I

|  | Achievement | Gap | Growth |
|---|---|---|---|
| Points | 75.6 | 52 | 63.4 |
|  | *.30 | *.30 | *.40 |
| Weighted Score | 22.7 | 15.6 | 25.4 |

| Overall | Percentile Rank | Rating |
|---|---|---|
| 63.7 | 75 | Proficient |

D-

N=_*.5

## Achievement

| | 0 pt | .5 pt | 1 pt | 1 pt | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 21.9 | 22.6 | 38.1 | 17.4 | 66.8 | 0 | 66.8 | *.20= | 13.4 |
| Math | 15.5 | 28.4 | 40 | 16.1 | 70.3 | 0.3 | 70.6 | *.20= | 14.1 |
| Science | 0 | 4.7 | 39.5 | 55.8 | 97.7 | 27.9 | 100.0 | *.20= | 20.0 |
| Soc. Studies | 6 | 38 | 50 | 6 | 75.0 | 0 | 75.0 | *.20= | 15.0 |
| Writing | 8 | 64 | 24 | 4 | 60.0 | 0 | 60.0 | *.16= | 9.6 |
| Lang. Mech. | 14 | 16.3 | 37.2 | 32.6 | 78.0 | 9.3 | 87.3 | *.04= | 3.5 |
| | | | | | | | Total | = | 75.6 |

## Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 33.3 | 20 | 33.3 | 13.3 | 46.7 | | *.20= | 9.3 |
| Math | 23.3 | 30 | 34.4 | 12.2 | 46.7 | | *.20= | 9.3 |
| Science | 0 | 8.3 | 45.8 | 45.8 | 91.7 | | *.20= | 18.3 |
| Soc. Studies | 6.3 | 50 | 37.5 | 6.3 | 43.8 | | *.20= | 8.8 |
| Writing | 9.4 | 65.6 | 21.9 | 3.1 | 25 | | *.16= | 4.0 |
| Lang. Mech. | 25 | 16.7 | 41.7 | 16.7 | 58.3 | | *.04= | 2.3 |
| | | | | | | | Total = | 52 |

## Growth:

(Rdg + Math /2)

| Reading Typical Growth | Math Typical Growth | Total Growth | Points |
|---|---|---|---|
| 61.1 | 65.6 | 63.4 | 63.4 |
| | | | |

**MAP**
**Fall vs. Winter vs. Spring**
**2011-14**

### Reading

| Reading | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 82% | 78% | 88% | 72% | 83% | 96% | 70% | 18% | 22% | 12% | 28% | 17% | 4% | 30% |
| 1st Grade | 92% | 82% | 86% | 92% | 73% | 85% | 81% | 8% | 18% | 14% | 8% | 27% | 15% | 19% |
| 2nd Grade | 75% | 80% | 89% | 73% | 78% | 86% | 78% | 25% | 20% | 11% | 31% | 22% | 14% | 22% |
| 3rd Grade | 76% | 82% | 86% | 82% | 76% | 86% | 84% | 24% | 18% | 14% | 18% | 24% | 14% | 16% |
| 4th Grade | 76% | 76% | 69% | 85% | 74% | 80% | 75% | 24% | 24% | 31% | 15% | 26% | 20% | 25% |
| 5th Grade | 77% | 82% | 81% | 73% | 69% | 69% | 73% | 23% | 18% | 19% | 27% | 31% | 31% | 27% |
| **School Total** | **80%** | **80%** | **83%** | **79%** | **75%** | **84%** | **77%** | **20%** | **20%** | **17%** | **21%** | **25%** | **16%** | **23%** |
| **# of Students** | **226** | **233** | **241** | **246** | **231** | **252** | **224** | **58** | **58** | **48** | **64** | **75** | **49** | **66** |

### Math

| Math | % On/Above | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 84% | 63% | 75% | 61% | 77% | 96% | 61% | 16% | 37% | 25% | 39% | 23% | 4% | 39% |
| 1st Grade | 90% | 84% | 86% | 84% | 75% | 87% | 83% | 10% | 16% | 14% | 16% | 25% | 13% | 17% |
| 2nd Grade | 68% | 75% | 89% | 69% | 92% | 92% | 82% | 32% | 25% | 11% | 31% | 8% | 8% | 18% |
| 3rd Grade | 78% | 73% | 83% | 67% | 66% | 79% | 74% | 22% | 27% | 17% | 33% | 34% | 21% | 26% |
| 4th Grade | 65% | 66% | 71% | 81% | 83% | 82% | 71% | 35% | 34% | 29% | 19% | 17% | 18% | 29% |
| 5th Grade | 82% | 79% | 92% | 61% | 57% | 69% | 68% | 18% | 21% | 8% | 39% | 43% | 31% | 32% |
| **School Total** | **79%** | **73%** | **82%** | **70%** | **74%** | **84%** | **73%** | **21%** | **27%** | **18%** | **30%** | **26%** | **16%** | **27%** |
| **# of Students** | **220** | **212** | **238** | **216** | **227** | **251** | **207** | **60** | **78** | **51** | **93** | **78** | **48** | **75** |

# Cairo SBDM Progress Report

1. **How do your school improvement activities advance the board goals?**
   a. *How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?*

Our school **Writing plan** has been revised for consistent format.  Students submit writing pieces weekly for feedback and revision. Our Curriculum Specialist is also serving as a Writing Coach to instruct and model the format and one of our retired teachers is starting to work with students as a conferencing coach to help students revise their writing pieces to proficiency.  We have also implemented a monthly **Stop, Drop, and Write**. When it's announced, all students (K-5) will respond to the same writing prompt.  Teachers will analyze the writing pieces in their teams, then the whole faculty analyzes pieces from each grade level to look for trends.

Cairo's strong **intervention program (RtI)** targets students who are below proficiency in Math and Reading.  We provide small group direct instruction 4 times per week led by Title 1 certified teachers, weekly progress monitoring with Aimsweb, and an ESS program twice a week after school. We've added an after-school intervention Book Club this year for 5th grade girls. Our Intervention Team (Principal, Curriculum Specialist, School Psychologist, Special Educators, Interventionist, and teachers with student concerns) meets every Wednesday morning at 8:00 to analyze data, make recommendations for program changes, and develop intervention strategies. Teachers who are concerned about a particular student are invited to participate in the team meeting and bring any pertinent data to share with the team.  Our Behavior Intervention Team (KyCID/PBS) meets once a month after school to trouble-shoot for students who are not responding to our school-wide positive behavior supports. The BIT develops and monitors behavior plans and offers support for teachers.

We continue our **School-wide focus on Accelerated Reading** with individual goals and quarterly rewards and recognition for achieving milestones.  In grades 3-5 the focus includes **Accelerated Math** with incentives. For example, this winter, students who meet their AR goals will be going bowling right after Christmas break and students who met their AM goals go to the Lady Aces F.A.S.T.B.R.E.A.K educational program/event at the Ford Center on December 4.

**Differentiated learning** includes pre-testing in order to determine which students need targeted small group instruction as well as which students may already know the content and are ready for enrichment. This is happening throughout the building and is a high-leverage strategy.

We are planning **College visits** for the 4th year. We will include 2nd-5th grades again this year. Students will tour a technical or trade school along with universities to better understand all their post-secondary options. **High school ambassadors** present to our 3rd-5th graders on November 26.

**Science presentations/demonstrations** multiple times each year (Laser Science Show, SABIC Industries, Hooked on Science, Brad Reynolds-Animal Guy) insure that students have engaging experiences that build on their science knowledge.

   b. *How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)*

Our **CIPL team** is promoting improved writing achievement, which is an identified area of concern for our school. They have purchased LEGO kits for intermediate grades to use as writing motivators with the Storyworks and Storystarter programs. We are also planning a Family Writing Night to involve parents in our focus on writing.

This year, Cairo had its first **LEGO Robotics team**, thanks to a grant through Owensboro Community and Technical College and a partnership with HCC. The team hosted a LEGO Family Night in November so the students could show their parents and other students how they built and programmed their robot, and everyone had fun building with LEGOS.

**Parent Volunteers**, chaperones, grandparents and other family participants are welcome at all school functions including holiday parties, after school dances/events, field trips, family nights, and reward trips. Parent support is a real strength of our school. Our PTA is active and reaches out to families and the community for involvement.

This fall, our Leader in Me Lighthouse Team organized a **5K run/walk** for families, staff, and community members. The 5K was followed by our annual Fall Festival for a full day of Cairo activities. Parents partner with staff to supervise and run the games and activities and serve the meal.  Dozens of local businesses donate items for our auction during the festival.

Our FRC coordinates **Grandparents Day** breakfasts each fall. They are so well attended that we have to divide the guests over a couple of days.

Cairo students and staff participate in **Rotary Field Day, Relay for Life, and Tri- Fest** within the community**.**

We host several **Family Nights** each year to bring families together at school for Reading and Math experiences.  We provide a free meal and free books and prizes.

PTA will hold its 4th Annual **Arts and Crafts Show** this spring which features local home and small business owners in the community.  This is free to the public and there are dozens of vendors.

On October 17, hundreds of Cairo families and staff took over Cates Farm for a **family night on the farm**! PTA paid for admission and supper for all the students and staff. We had our 3rd annual **Cairo Night at the Icemen** on November 16, and over 100 family and staff members attended and sat together. Our choir led the arena in the National Anthem!

**Jeff Lyons** visits 4th graders every year to teach them about weather and meteorology.  The visit always makes the TV news! HCHS Boys Basketball players are coming to read with students in December.  The **Icemen Anti-Bullying program** is coming to Cairo in January.

**Our guidance counselor organizes a Career Week** in the spring. We partner with the high school CTE unit for this event.  Each grade level learns about a specific field of work – for example Medical, Animals, Law Enforcement, etc. on their assigned day.

**Local experts in Tae Kwan Do** and **Zumba** instruct students in their PE classes.

Each month we invite parents of **Leaders of the Month to our recognition assembly**. We hold our **Musical programs** in the evenings so families can attend. We also hold **Parent-teacher conferences** twice a year in addition to numerous conferences throughout the year at parent or teacher request.

In order to promote our inclusion of children with special needs, we held our 4th **Buddy Walk** on Halloween. Family members joined with our students and staff for the parade and celebration, then they stayed for the parties. Our new **Garden Club** partnered with Spudz-n-Stuff to begin sprucing up the grounds at Cairo. Teachers document **Positive Contacts** to all families every year via phone call, e-mail or in person. Cairo Methodist Church and First Baptist Church partner for our weekend **Backpack program.**

*Please submit the number of volunteer hours served in your school.*

2012-13 ___**1714**___          2013-14 so far __**697**__

c.  *In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?*

Our new **LEGO Robotics team** programmed a robot to perform specified tasks and led a LEGO family night to teach parents and peers. Through a grant from LEGO and support from our CIPL team, 3rd graders are using The **LEGO story starter writing program** which has a website that students are able to access to more fully develop their writing ideas through various story boards and other tools.  This entire program is computer based.

1st graders have been researching animals for a report they are writing for Journeys.  They had to choose an animal and find three facts to answer the question using [www.animalfactguide.com](www.animalfactguide.com) and kids.nationalgeographic.com.  5th grade is creating a book report using the **online forum Glogster**. Special Education students use Read Write Gold with the research tool bar to define vocabulary to improve comprehension.

An innovative way of learning economics is utilized by our fifth grade students, who will once again be conducting research about understanding money using the *Vault* **on-line curriculum** at everfi.com.  The concept group includes; Responsible Money Choices, Income and Careers, Making Plans with Money, Credit and Borrowing, Insurance and Safety, and Saving and Investing. Also in Social Studies, each student is able to interact with **History Alive!'s tutorials**, which is like having a teacher in a box, correcting misconceptions or reinforcing correct understanding. We also utilize KET's/Discovery Education's many informative documentaries involving historic events/places/people, as needed.

In English/Language Arts, students regularly utilize **interactive grammar flipcharts** found at Think Central, using Active Inspire! Software. This supports their regular classroom instruction.

Students in grades 2-5 use Destiny's OPAC (online public access catalog) to find library books, and can use the function that narrows the search parameters to include only specific AR levels. Intermediate students are taking their Reading Journeys assessments on-line, including short-answer written responses on weekly assessments.

**Our students conduct Internet research** for reports and PowerPoint presentations – guided in the primary grades, then more independently.  Teachers frequently utilize **YouTube** clips of chants, songs, rhymes to learn math facts, grammar rules, etc. The video clips are engaging and a fresh instructional strategy. Teachers and students use their **SmartBoard** daily for lessons and PowerPoint presentations.  Students manipulate the information on the board to demonstrate learning.

> d. *What opportunities is your school providing for students to successfully become active and productive citizens in their community?*

**Cairo is now a Leader in Me school** after being awarded a grant from the Franklin Covey "I'm a Leader" foundation.  The 7 Habits - Leader in Me process is changing the culture of our school.  Students are learning the 'soft skills' necessary for getting along with others and working productively.  We meet weekly for **Club Cairo** this year-  multi-age small groups work together on a task that builds community within the school. Students get to practice the habits they learn in guidance class and throughout the school day in their Club Cairo groups each week. For example, students are learning how to properly greet adults with a handshake, eye contact, a smile and appropriate words of greeting.

Each grade level coordinates a **Service Learning Project**. (Toys for Tots, working at a local soup kitchen, picking up trash, visiting a nursing home, animal shelter, etc.) Students are learning empathy, organization, prioritizing, and selflessness. Each student also has an opportunity to hold a **Classroom job** (such as Computer Maintenance, Messenger, Supply Leader, Mail Person, etc.) and our **Student Leadership team** runs a school store before school which helps build responsibility. This year, we've also promoted leadership in our students by allowing them to give the afternoon announcements over the PA and introducing themselves and their teachers in the monthly Leader of the Month recognition assembly. Students designed t-shirts and promotional materials for the Lead On 5K run/walk in October.  We have a **recycling club** that handles our school recycling daily. We are always looking for opportunities to empower students with more real-world responsibilities.

2. *How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?*
We are continuing our successful **90-120 minute daily Literacy blocks** to provide a variety of whole group and small group instructional strategies to maximize learning the core content. This includes flexible skill groups, pre and post assessments to insure mastery, overt responses to check for understanding DURING instruction, direct instruction-both whole group and small group, literacy centers, and silent reading.

**Accelerated Reader and Accelerated Math** are required components and allow for student choice and practice at each student's level. **Analysis of common district and school assessments** reveal strengths and weaknesses in achievement.  On many assessments, students conduct a **Wrong Answer Analysis** to learn why their answers are incorrect and then **revise** important assignments to proficiency/mastery.

3. *If your school is designated as Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?* N/A – Cairo is a Proficient School once again this year

4. *How are members of your SBDM council intentional and consistent in promoting student achievement?*
We analyze K-PREP and MAP data regularly. We also revisit the School Improvement Plan throughout the year to insure that the strategies and activities are being implemented as planned.

## 10. Niagara Data

|  | Achievement | Gap | Growth |  | Overall | Percentile Rank | Rating |
|---|---|---|---|---|---|---|---|
| **Points** | **85.1** | **56.3** | **65.8** |  |  |  |  |
|  | *.30 | *.30 | *.40 |  |  |  |  |
| **Weighted Score** | 25.5 | 16.9 | 26.3 |  | 68.7 | 88 | Proficient/ Progressing |

### Achievement:

|  | 0 pt | .5 pt | 1 pt | 1 pt | D-N=_*.5 |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| **Subject** | **%Novice** | **%Apprentice** | **%Proficient** | **%Distinguished** | **APD Score** | **Bonus** | **Total** |  | **Points** |
| Reading | 13.3 | 22.4 | 45.5 | 18.8 | 75.5 | 2.8 | 78.2 | *.20= | 15.6 |
| Math | 6.7 | 37 | 33.9 | 22.4 | 74.8 | 7.9 | 82.8 | *.20= | 16.6 |
| Science | 2.6 | 7.9 | 42.1 | 47.4 | 93.5 | 22.4 | 100.0 | *.20= | 20.0 |
| Soc. Studies | 2.9 | 22.1 | 55.9 | 19.1 | 86.1 | 8.1 | 94.2 | *.20= | 18.8 |
| Writing | 7.4 | 50 | 41.2 | 1.5 | 67.7 | 0 | 67.6 | *.16= | 10.8 |
| Lang. Mech. | 13.2 | 28.9 | 26.3 | 31.6 | 72.4 | 9.2 | 81.6 | *.04= | 32.6 |
|  |  |  |  |  |  |  | **Total** | **=** | **85.1** |

### Gap:

|  | 0 pt | 0 pt | 1 pt | 1 pt |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
| **Subject** | **%Novice** | **%Apprentice** | **%Proficient** | **%Distinguished** | **PD Score** |  |  |  | **Points** |
| Reading | 17 | 27.3 | 47.7 | 8 | 55.7 |  |  | *.20= | 11.1 |
| Math | 11.4 | 46.6 | 27.3 | 14.8 | 42 |  |  | *.20= | 8.4 |
| Science | 6.3 | 6.3 | 43.8 | 43.8 | 87.5 |  |  | *.20= | 17.5 |
| Soc. Studies | 5.4 | 29.7 | 59.5 | 5.4 | 64.9 |  |  | *.20= | 13.0 |
| Writing | 10.8 | 62.2 | 27 | 0 | 27 |  |  | *.16= | 4.3 |
| Lang. Mech. | 18.8 | 31.3 | 25 | 25 | 50 |  |  | *.04= | 2.0 |
|  |  |  |  |  |  |  | **Total** | **=** | **56.3** |

### Growth:

|  | Reading Typical Growth | Math Typical Growth | Total Growth (Rdg + Math /2) |  | Points |
|---|---|---|---|---|---|
|  | 61.9 | 69.5 | 65.8 |  | **65.8** |

**MAP Fall vs. Winter vs. Spring 11-14**

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 68% | 71% | 88% | 79% | 76% | 86% | 72% | | 32% | 29% | 12% | 21% | 24% | 14% | 28% |
| 1st Grade | 93% | 85% | 87% | 91% | 76% | 84% | 86% | | 7% | 15% | 13% | 9% | 24% | 16% | 14% |
| 2nd Grade | 79% | 82% | 80% | 78% | 80% | 84% | 70% | | 21% | 18% | 20% | 28% | 20% | 16% | 30% |
| 3rd Grade | 81% | 80% | 80% | 84% | 81% | 80% | 77% | | 19% | 20% | 20% | 16% | 19% | 20% | 23% |
| 4th Grade | 76% | 73% | 73% | 83% | 79% | 76% | 80% | | 24% | 27% | 27% | 18% | 21% | 24% | 20% |
| 5th Grade | 81% | 73% | 76% | 74% | 66% | 75% | 76% | | 19% | 27% | 24% | 26% | 34% | 25% | 24% |
| School Total | 80% | 77% | 81% | 81% | 76% | 81% | 77% | | 20% | 23% | 19% | 19% | 24% | 19% | 23% |
| # of Students | 267 | 258 | 271 | 270 | 258 | 266 | 242 | | 68 | 76 | 65 | 64 | 81 | 63 | 72 |
| **Math** | **% On/Above** | | | | | | | | **% Below** | | | | | | |
| K | 58% | 69% | 81% | 69% | 58% | 86% | 50% | | 42% | 31% | 19% | 31% | 42% | 14% | 50% |
| 1st Grade | 84% | 77% | 79% | 78% | 70% | 84% | 70% | | 16% | 23% | 21% | 22% | 30% | 16% | 30% |
| 2nd Grade | 77% | 90% | 86% | 72% | 84% | 92% | 67% | | 23% | 10% | 14% | 28% | 16% | 8% | 33% |
| 3rd Grade | 73% | 67% | 86% | 79% | 81% | 84% | 70% | | 27% | 33% | 14% | 21% | 19% | 16% | 30% |
| 4th Grade | 66% | 56% | 72% | 75% | 64% | 89% | 70% | | 34% | 44% | 28% | 25% | 36% | 11% | 30% |
| 5th Grade | 58% | 38% | 63% | 65% | 59% | 69% | 69% | | 42% | 62% | 37% | 35% | 41% | 31% | 31% |
| School Total | 71% | 67% | 78% | 73% | 72% | 83% | 66% | | 29% | 33% | 22% | 27% | 28% | 17% | 34% |
| # of Students | 235 | 225 | 262 | 243 | 243 | 274 | 209 | | 97 | 110 | 75 | 92 | 96 | 55 | 110 |

# Niagara SBDM Progress Report

**How do your school improvement activities advance the board goals?**

How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

All of Niagara Elementary school improvement activities are focused on laying a strong foundation for student learning that will lead to College and Career Readiness.  The focus of our school improvement plan is reading, math and writing.  Success in these subject areas will prepare students as they progress on to middle and high school.

All strategies and initiatives in reading and math are aligned to the KCAS (Kentucky Core Academic Standards) which are aligned with the College and Career Readiness standards.

We have a structured schedule that allows for 90-120 minutes of reading instruction and in grades K-5.  The current reading series, Journeys (HMH), is strictly aligned to CCSS and allows for a greater variety of resources for teachers as a core reading curriculum.

In math, K-5 has a guaranteed 90 minute instructional time allotted each day.  This includes the use of the Math in Focus curriculum, supplemented by the Everyday Counts curriculum.

Niagara sets school wide goals aligned with the Proficiency targets given by the state, and most often goes beyond those preset goals. In the 12/13 school year Niagara met and exceeded its proficiency target in math, and was with 0.4 in reading.

We set goals in our school improvement plan that require us to assess students in a similar fashion as KPREP state testing and also reward students for their performance throughout the year.

We set school wide goals, grade level and personal goals for our KPREP assessments after we analyze previous year's data.

How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)

Niagara has a very involved parent and community effort.

Niagara has an active PTA with 137 registered members.  This organization reaches out to parents by sponsoring school events many times throughout the year.  They also recruit community members to be involved in several events such as burgoo, Country Christmas, and Spring Fling.

Niagara has two active CIPL parents from the 2012/13 school year. This group is focused on the new science standards and implementation.  They are currently purchasing supplies, planning second science expo day, and working on a greenhouse project for the future.  Currently there are 7 potential candidates for Parent Leadership 101 seminar.

We have a parent volunteer coordinator who is supported by our Family Resource Center director.

We have a Lead2Read initiative which brings in community members to read to students.

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13—2,235 hours          2013-14 so far—1063 hours

In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

Niagara has an ActivBoard in each classroom for interactive instruction between students and teachers.  In 2nd and 4th grade ActivVoters are often used for quick formative assessments to check progress on reading or math concepts.  We have an ActivView document camera in every classroom.   We have two computer labs and our media center to allow for whole class use of technology.

Each grade produces informational writing pieces that require research.  We maintain a subscription to a program "Facts4Me" which is geared toward primary research.

Our Kindergarten teachers are technology leaders, each has an iPad learning station in their classroom, one with and iPod listening center.

We have the only STLP (Student Technology Leadership Program) group among the elementary schools in the district.  These students have been leaders in our building for technology and community service. They participated in the state showcase this fall at Murray State University where one group has advanced to the state competition in April 2013.

We also support a LEGO League team that has competed in regional competitions. They use technology to build robots and participate in competitions with other student groups.

Our academic team has a Future Problem Solving team that uses technology as they participate in competitions.

What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Community service is a priority at Niagara Elementary and it goes on throughout the year.

Our STLP group has conducted fundraising with their project to contribute money raised to the New Hope Animal Shelter.

We are typically the leading collector of canned foods for the Salvation Army during the holiday season.  This year over 2,000 food items were collected.

During the holiday season, our 5th grade shops and supports needy families for Christmas.

Each year 5th grade students also make Valentine cards for nursing home residents and those are delivered on Valentine's Day by our guidance counselor.

We have an active Boy/Girl Scout membership who focus their service projects around the needs of our community.

We conduct a yearly Relay for Life mini walk to raise funds to contribute to the American Cancer Society.

Along with conducting the toy drive for Toys for Tots, we are also collecting toys to aid Kosair's Hospital in honor of a former Niagara student.

We also have an active 4-H group at Niagara.

**How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

We have established a common school wide plan to address test readiness.  We have a common practice (K-5) on how to answer KPREP like questions (M/C, SA, ER, ODW).

Students are given timed practices in the 2nd half of the school year to prepare them for the timed KPREP assessments.

We implement the PLC (Professional Learning Community) structure which allows us to analyze student work and make instructional changes.

We have set a school wide goal and will be communicating that to all stakeholders to establish a culture of high expectations.

**If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

Niagara was designated Needs Improvement in the Spring 2012.  Niagara was designated Proficient/Progressing in Spring 2013.
Niagara collaborated with the district office who offered support through personnel. Niagara collaborated with other elementary principals through the sharing of effective strategies.
Niagara teachers also collaborated with teachers at East Heights on effective reading intervention strategies and observed teachers using the program.
Niagara attained Proficient/Progressing status on the Spring 13 KPREP scores.  We advanced from 61.1 to 68.7 in overall score and moved from 63rd percentile to 88th percentile.

**How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

The purpose of all SBDM's is to promote student achievement.  Niagara SBDM is intentional and consistent in promoting student achievement by having "student achievement" as an agenda item every month at regular SBDM meetings.  We discuss all student data, we analyze the School Improvement Plan to see if it aligns with the needs shown in our data, and we brainstorm further ideas to advance Niagara to the highest level.  The council has the responsibility to set school policy and make decisions outlined in statute which shall provide an environment to enhance student achievement and help meet the goals set by the school and KDE.  Shared decision making results in greater commitment to implement those ideas and improve student achievement.

# 11. Central Academy Data

| | Achievement | Gap | Growth | Readiness | Graduation | | Overall | |
|---|---|---|---|---|---|---|---|---|
| **Points** | **28.2** | **9.6** | **27.7** | **17.6** | **53** | | | |
| | *.25 | *.25 | *.25 | *.25 | *.0 | | | |
| **Weighted Score** | 7.05 | 2.4 | 6.9 | 4.4 | 10.6 | | 27.7 | |

## Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Subject** | **%Novice** | **%Apprentice** | **%Proficient** | **%Distinguished** | **APD Score** | **Bonus** | **Total** | | **Points** |
| Reading | 70 | 10 | 16.7 | 3.3 | 25.0 | 0 | 25.0 | *.20= | 5 |
| Math | 40 | 50 | 10 | 0 | 35.0 | 0 | 35.0 | *.20= | 7 |
| Science | 58.1 | 32.3 | 9.7 | 0 | 25.9 | 0 | 25.9 | *.20= | 5.17 |
| Soc. Studies | 81.5 | 14.8 | 3.7 | 0 | 11.1 | 0 | 11.1 | *.20= | 2.22 |
| Writing | 21.7 | 66.7 | 11.7 | 0 | 45.1 | 0 | 45.1 | *.16= | 7.208 |
| Lang. Mech. | 36.8 | 47.4 | 15.8 | 0 | 39.5 | 0 | 39.5 | *.04= | 1.58 |
| | | | | | | | **Total** | **=** | **9.84** |

## Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subject** | **%Novice** | **%Apprentice** | **%Proficient** | **%Distinguished** | **PD Score** | | | **Points** |
| Reading | 70.4 | 11.1 | 18.5 | 0 | 18.5 | | *.20= | 3.7 |
| Math | 42.9 | 42.9 | 14.3 | 0 | 14.3 | | *.20= | 2.9 |
| Science | 61.5 | 34.6 | 3.8 | 0 | 3.8 | | *.20= | 0.8 |
| Soc. Studies | 82.4 | 11.8 | 5.9 | 0 | 5.9 | | *.20= | 1.2 |
| Writing | 28.3 | 67.4 | 4.3 | 0 | 4.3 | | *.16= | 0.7 |
| Lang. Mech. | 38.5 | 53.8 | 7.7 | 0 | 7.7 | | *.04= | 0.3 |
| | | | | | | | **Total** | **=** | **9.6** |

## Growth:

| | | | (Rdg + Math /2) | | |
|---|---|---|---|---|---|
| | **Reading Typical Growth** | **Math Typical Growth** | **Total Growth** | | **Points** |
| | 34.5 | 20.7 | 27.7 | | 27.7 |

## Readiness:

| | | | | Non-D Total/Total Grads | (Bonus/Total Grads)*.5 | | | |
|---|---|---|---|---|---|---|---|---|
| | **Total Graduates** | **College Ready** | **Career Ready** | **Non-Duplicated Total** | **% College &/or Career Ready** | **Bonus Count** | **College + Career Ready Bonus** | **Points** |
| Class of 2013 | 51 | 9 | 0 | 0 | 0 | 0 | 0 = | 17.6 |

## Grad Rate:

| | Cohort Formula | | | | | | | **Points** |
|---|---|---|---|---|---|---|---|---|
| Class of 2013 | 53 | | | | | | = | 53 |

| Central Academy PLAN | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| College Ready | % College Ready | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
| 15 | English | 26.0% | 31.0% | 44.0% | 20.0% | 25.0% | 47.0% | 41% |
| 19 | Math | 5.0% | 6.0% | 0.0% | 0.0% | 5.0% | 0.0% | 3% |
| 17 | Reading | 21.0% | 6.0% | 28.0% | 7.0% | 10.0% | 5.0% | 21% |
| 21 | Science | 5.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.0% | 0% |
| | | | | | | | | |
| | Mean | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
| | English | 12.0 | 12.4 | 12.9 | 12.4 | 12.9 | 13.3 | 14.3 |
| | Math | 12.5 | 13.9 | 13.2 | 12.4 | 12.7 | 13.7 | 13.3 |
| | Reading | 13.9 | 12.8 | 14.9 | 13.6 | 14.1 | 14.2 | 14.7 |
| | Science | 15.4 | 14.7 | 16.7 | 14.9 | 14.5 | 15.7 | 15.2 |
| | Composite | 13.6 | 13.5 | 14.5 | 13.5 | 13.8 | 14.3 | 14.6 |

# Central Academy Progress Report

i. **How do your school improvement activities advance the board goals?**

a. How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

We are requiring that Seniors who have not reached the college readiness indicators on the ACT take Algebra Transition and English Transition prior to completing the Compass test and graduating.

For Career Readiness, we identify those Juniors and Seniors who have completed the first two or three classes of any career strand.  These students are then offered the option of attending the final CTE class in the strand at HCHS and then take the certification exam for that strand.

8th grade students visit HCHS three times yearly to prepare for College/Career planning.

8th grade students visit Henderson Community College.

CTE students visit Central Academy and offer presentations designed to peak interest in CTE.

All students participate in the Individual Learning Plan culminating in Operation Preparation in March.

Use of Odysseyware courses:

Personal finance literacy, small business, resume building, computer apps, added 16 CTE courses online for 2013-2014: medical field, curriculum alignment, ACT PREP courses, mandated attendance for Performance-Based students, testing (EOC, Compass), FAFSA meetings, partnering with military recruiters, partnering with HCC.

*92% Transition rate to college, work or military.

b. How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners, etc.)

113 hours of community agency hours in the building including Department of Juvenile Justice, Lighthouse Counseling, Family Options, and Sunrise Children's Service.

Currently partnered with Holy Name student community service projects for our clothes closet.

Moose Lodge contributed to drug/alcohol prevention program.

Weekly home visits, intake meetings.

Resources for housing, Shelter for Women, Clothing, utility assistance, K-TAP, KY Workers Program, Family Fun Nights.

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13_____43_____          2013-14 so far _____15_____

c. In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

Students complete entire courses using virtual high school software (Odysseyware).  To date, there have been 89 credits completed.  There have been 18 students who have graduated that otherwise would likely have dropped out.

Currently on pace to exceed the 59 graduates from 2012-2013

Growth in Academic Progress (GAP) classroom adds an attendance component to performance-based students

Teachers use inquiry-based lessons and have access to 20-computer Media Center

d. What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Daily life skills lessons.
Why Try Counseling lessons given weekly.
Seven Habits lessons for all students weekly.
Dress of Success expectations delivered via dress code.
Individual counseling provided at will.
Pennies for Patients fundraiser.
In-school voter registration for students.
Odysseyware classes targeting life skills (resume building, personal finance, healthcare field).
Help with college/work applications, financial aid meetings.
Suicide awareness, bullying prevention oath, Operation Preparation, flexible scheduling (four programs).

ii. **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

Successful Reader
Read 180
ACT Prep
Cambridge Skills lessons
Long-term plans for EOC courses
Embedded reading/writing
Odysseyware aligned with KCAS collaboration
Transition to remediation to prepare for Compass
EOC review sessions

iii. **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**
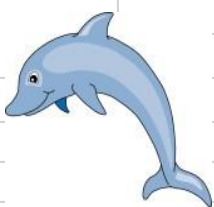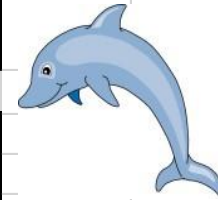
-ACT website and Quality Core educational resources.

iv. **How are the members of your Leadership Team intentional and consistent in promoting student achievement?**

Leadership Team meets regularly
Behavior RTI meeting conducted regularly with court workers, dropout prevention staff, counseling staff, leadership, and District truancy officials
Monthly PBIS meetings
Weekly home visits
Individualized instruction
Certificates of achievement for credits earned

## 12. South Heights Data

| | Achievement | Gap | Growth | | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 69.9 | 45.6 | 58.1 | | | | | |
| | *.30 | *.30 | *.40 | | | | | |
| Weighted Score | 21 | 13.7 | 23.2 | | 57.9 | 51 | Needs Improvement Progressing | |

### Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 25.4 | 35 | 30.8 | 8.8 | 57.1 | 0 | 57.1 *.20= | | 11.4 |
| Math | 12.9 | 42.9 | 35.4 | 8.8 | 65.7 | 0 | 65.7 *.20= | | 13.1 |
| Science | 4.5 | 28.8 | 34.8 | 31.8 | 81.0 | 13.7 | 94.8 *.20= | | 19.0 |
| Soc. Studies | 10.7 | 46.4 | 39.3 | 3.6 | 66.1 | 0 | 66.1 *.20= | | 13.2 |
| Writing | 9.5 | 45.2 | 40.5 | 4.8 | 67.9 | 0 | 67.8 *.16= | | 10.8 |
| Lang. Mech. | 27.3 | 24.2 | 21.2 | 27.3 | 60.6 | 0 | 60.6 *.04= | | 2.4 |
| | | | | | | | Total = | | 69.9 |

### Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 26 | 34.7 | 31.1 | 8.2 | 39.3 | | *.20= | 7.9 |
| Math | 13.2 | 43.8 | 34.7 | 8.2 | 42.9 | | *.20= | 8.6 |
| Science | 4.9 | 31.1 | 36.1 | 27.9 | 63.9 | | *.20= | 12.8 |
| Soc. Studies | 11.8 | 50 | 34.2 | 3.9 | 38.2 | | *.20= | 7.6 |
| Writing | 10.5 | 46.1 | 38.2 | 5.3 | 43.4 | | *.16= | 6.9 |
| Lang. Mech. | 29.5 | 26.2 | 19.7 | 24.6 | 44.3 | | *.04= | 1.8 |
| | | | | | | | Total = | 45.6 |

### Growth:

| | Reading Typical Growth | Math Typical Growth | Total Growth (Rdg + Math /2) | | Points |
|---|---|---|---|---|---|
| | 52 | 64.2 | 58.1 | | 58.1 |

# MAP Fall vs. Winter vs. Spring 11-14

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 76% | 69% | 76% | 59% | 57% | 69% | 73% | | 24% | 31% | 24% | 41% | 43% | 31% | 27% |
| 1st Grade | 75% | 73% | 73% | 60% | 50% | 65% | 71% | | 25% | 27% | 27% | 40% | 50% | 35% | 29% |
| 2nd Grade | 44% | 59% | 59% | 51% | 53% | 58% | 58% | | 56% | 41% | 41% | 58% | 47% | 42% | 42% |
| 3rd Grade | 65% | 62% | 54% | 49% | 53% | 56% | 60% | | 35% | 38% | 46% | 51% | 47% | 44% | 40% |
| 4th Grade | 54% | 48% | 59% | 51% | 56% | 61% | 69% | | 46% | 52% | 41% | 49% | 44% | 39% | 31% |
| 5th Grade | 65% | 59% | 61% | 47% | 52% | 60% | 59% | | 35% | 41% | 39% | 53% | 48% | 40% | 41% |
| School Total | 64% | 62% | 64% | 53% | 53% | 62% | 65% | | 36% | 38% | 36% | 47% | 47% | 38% | 35% |
| # of Students | 331 | 323 | 330 | 287 | 293 | 342 | 358 | | 190 | 199 | 187 | 255 | 256 | 213 | 189 |

| Math | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 51% | 65% | 55% | 40% | 59% | 53% | 52% | | 49% | 35% | 45% | 60% | 41% | 47% | 48% |
| 1st Grade | 70% | 76% | 60% | 55% | 48% | 48% | 63% | | 30% | 24% | 40% | 45% | 52% | 52% | 37% |
| 2nd Grade | 54% | 63% | 61% | 42% | 45% | 69% | 65% | | 46% | 37% | 39% | 58% | 55% | 31% | 35% |
| 3rd Grade | 60% | 49% | 68% | 49% | 55% | 56% | 67% | | 40% | 51% | 32% | 51% | 45% | 44% | 33% |
| 4th Grade | 53% | 50% | 53% | 41% | 63% | 74% | 50% | | 47% | 50% | 47% | 59% | 37% | 26% | 50% |
| 5th Grade | 56% | 56% | 59% | 44% | 63% | 57% | 47% | | 44% | 44% | 41% | 56% | 37% | 43% | 53% |
| School Total | 57% | 60% | 59% | 45% | 55% | 59% | 58% | | 43% | 40% | 41% | 55% | 45% | 41% | 42% |
| # of Students | 296 | 310 | 306 | 244 | 302 | 326 | 316 | | 220 | 206 | 210 | 297 | 244 | 228 | 229 |

# South Heights SBDM Progress Report

     i.  **How do your school improvement activities advance the board goals?**

     a.  How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

---

1. We believe every child is capable of learning and will graduate ready for college and/or career. (College Tours and academic success)

2. We believe schools, families, and the entire community must partner and be accountable for the success of every child. (5 year vision)

3. We believe one person can make a difference in a student's life. (School culture driven by individual responsibility toward school goals)

4. We believe that instruction must be rigorous, relevant, and engaging. (All instructional initiatives)

5. We believe we must use technology to expand learning and create digital literacy. (Moving toward 100% digital drovers license/adults and pilot one 5th grade class in this direction)

6. We believe in attracting, developing, and retaining high quality educators from diverse backgrounds who build relationships with students. (We routinely recruit high quality team members utilizing personnel office)

7. We believe in open and consistent communication between home, school, and community. (Newsletter, TOC, social media, and WSW)

8. We believe in equipping students with the skills needed to live as positive, responsible, productive citizens. (see below)

---

     a.  How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners).)

---

- CIPL
- Engage Henderson
- Launch 1199
- Lead to Read
- Bornlearning Academy
- Lead 2 Read
- Business partners (One Life and International Paper)

---

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

       2012-13__4,924_____                    2013-14 so far _____

     b.  In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

---

- Social Studies- 5th grade Native American Research Project and Revolutionary War Project
- Reading- Journeys- extend the topic weekly research
- Lego Club- Internet presentations on natural disasters
- Science- Habitat Research Project
- Blazer University stem activities
- Writing- Research projects (student selected topic using technology)

---

c.   What opportunities is your school providing for students to successfully become active and productive citizens in their community?

- o   The 1199 Superhero Training Academy
- o   Student Council
- o   Career Day
- o   College Tours
- o   5 year vision
- o   Mission-driven and guidelines for success
- o   Recycling project
- o   +1 initiative
- o   Beta Club
- o   Continuing service projects
- o   Bully-free 5k

**b.   How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

- o   Journeys/MIF-rigorous and aligned to common core
- o   SHS Prep
- o   Weekly SA/ER/On-demand coaching in grades 3-5
- o   Analysis of student work- Journeys benchmark/unit test, SHS Preps, MIF test preps
- o   "The Surge" intervention/data project

**c.   If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**
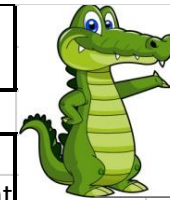
Needs improvement (progressing):
- o   Jo Swanson
- o   District reading team

**d.   How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

- o   We have monthly meetings that revolve around leverage point for student success.
- o   They receive WSW and other social media involving updates and research on school improvement in initiatives.
- o   Council members participate in school-wide activities targeting school improvement
- o   We are a member of KASC.

# 13. Bend Gate Data

| | Achievement | Gap | Growth | | Overall | Percentile Rank | Rating | |
|---|---|---|---|---|---|---|---|---|
| Points | 70.3 | 46.7 | 60.1 | | | | | |
| | *.30 | *.30 | *.40 | | | | | |
| Weighted Score | 20.1 | 11.7 | 22.6 | | 59.1 | 56 | Needs Improvement Progressing | |

## Achievement:

| | 0 pt | .5 pt | 1 pt | 1 pt | | D-N=_*.5 | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | APD Score | Bonus | Total | | Points |
| Reading | 23.4 | 25.3 | 37.7 | 13.6 | 64.0 | 0 | 64.0 *.20= | | 12.8 |
| Math | 17.7 | 35.1 | 33.6 | 13.6 | 64.8 | 0 | 64.8 *.20= | | 13.0 |
| Science | 7.7 | 35.2 | 38.5 | 18.7 | 74.8 | 5.5 | 80.2 *.20= | | 16.0 |
| Soc. Studies | 13.3 | 25.3 | 54.2 | 7.2 | 74.1 | 0 | 74.1 *.20= | | 14.8 |
| Writing | 8.4 | 45.8 | 41 | 4.8 | 68.7 | 0 | 68.7 *.16= | | 11.0 |
| Lang. Mech. | 24.2 | 17.6 | 44 | 14.3 | 67.1 | 0 | 67.0 *.04= | | 2.7 |
| | | | | | | | Total = | | 70.3 |

## Gap:

| | 0 pt | 0 pt | 1 pt | 1 pt | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | %Novice | %Apprentice | %Proficient | %Distinguished | PD Score | | | Points |
| Reading | 27.2 | 28.8 | 36.1 | 7.9 | 44 | | *.20= | 8.8 |
| Math | 22 | 37.7 | 31.4 | 8.9 | 40.3 | | *.20= | 8.1 |
| Science | 10.6 | 36.4 | 39.4 | 13.6 | 53 | | *.20= | 10.6 |
| Soc. Studies | 19 | 25.9 | 53.4 | 1.7 | 55.1 | | *.20= | 11.0 |
| Writing | 10.3 | 51.7 | 34.5 | 3.4 | 37.9 | | *.16= | 6.1 |
| Lang. Mech. | 30.3 | 18.2 | 40.9 | 10.6 | 51.5 | | *.04= | 2.1 |
| | | | | | | | Total = | 46.7 |

## Growth:

| | | | (Rdg + Math /2) | | |
|---|---|---|---|---|---|
| | Reading Typical Growth | Math Typical Growth | Total Growth | | Points |
| | 58.5 | 61.6 | 60.1 | | 60.1 |

## MAP Fall vs. Winter vs. Spring 11-14

| Reading | % On/Above | | | | | | | | % Below | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 | | Fall 2011 | Winter 2012 | Spring 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Fall 2013 |
| K | 70% | 75% | 83% | 76% | 78% | 84% | 63% | | 30% | 25% | 17% | 24% | 22% | 16% | 37% |
| 1st Grade | 83% | 72% | 73% | 81% | 66% | 68% | 81% | | 17% | 28% | 27% | 19% | 34% | 32% | 19% |
| 2nd Grade | 68% | 73% | 72% | 68% | 71% | 72% | 69% | | 32% | 27% | 28% | 32% | 29% | 28% | 31% |
| 3rd Grade | 75% | 76% | 74% | 73% | 73% | 72% | 71% | | 25% | 24% | 26% | 27% | 27% | 28% | 29% |
| 4th Grade | 74% | 70% | 73% | 75% | 74% | 71% | 71% | | 26% | 30% | 27% | 25% | 26% | 29% | 29% |
| 5th Grade | 72% | 70% | 85% | 80% | 76% | 72% | 64% | | 28% | 30% | 15% | 20% | 24% | 28% | 36% |
| School Total | 73% | 73% | 76% | 70% | 73% | 74% | 71% | | 27% | 27% | 24% | 30% | 27% | 26% | 29% |
| # of Students | 377 | 366 | 380 | 423 | 413 | 413 | 381 | | 137 | 138 | 117 | 179 | 151 | 146 | 157 |
| Math | % On/Above | | | | | | | | % Below | | | | | | |
| K | 52% | 59% | 76% | 64% | 78% | 85% | 52% | | 48% | 41% | 24% | 36% | 22% | 15% | 48% |
| 1st Grade | 78% | 70% | 74% | 81% | 72% | 71% | 77% | | 22% | 30% | 26% | 19% | 28% | 29% | 23% |
| 2nd Grade | 63% | 74% | 73% | 68% | 68% | 72% | 65% | | 37% | 26% | 27% | 32% | 32% | 28% | 35% |
| 3rd Grade | 69% | 53% | 70% | 64% | 69% | 82% | 67% | | 31% | 47% | 30% | 36% | 31% | 18% | 33% |
| 4th Grade | 49% | 47% | 58% | 55% | 59% | 71% | 67% | | 51% | 53% | 42% | 45% | 41% | 29% | 33% |
| 5th Grade | 59% | 54% | 65% | 57% | 69% | 67% | 58% | | 41% | 46% | 35% | 43% | 31% | 33% | 42% |
| School Total | 62% | 60% | 70% | 65% | 70% | 75% | 65% | | 38% | 40% | 30% | 35% | 30% | 25% | 35% |
| # of Students | 315 | 301 | 346 | 361 | 392 | 422 | 351 | | 191 | 202 | 150 | 196 | 172 | 137 | 186 |

# Bend Gate SBDM Progress Report

i. **How do your school improvement activities advance the board goals?**

How have your school improvement activities addressed College and Career Readiness?  Proficiency Targets?

Various school improvement activities that address college and career readiness include students in the 5th grade taking a tour of Henderson Community College, students in the 4th grade touring the high school, and a wall display of colleges and university memorabilia.   Students are involved in goal setting and responsible for documenting their personal growth on MAP testing and Accelerated Reader.  Our student ambassador candidates must complete an application that requires recommendation letters, and being on or above grade level status according to MAP testing.

Activities that have been implemented to address proficiency include the disaggregation of MAP and KPREP data and grade levels presenting to SBDM their findings. An emphasis has been placed on the analysis of student work including the formative assessments of Math in Focus and the new Journeys series.  Questioning strategies in lessons and raising the level of thinking and depth of content have also been areas of concentration.

How have you expanded opportunities for involvement of parents and community members in your school?  (CIPL projects, parent groups, community partners).)

Our CIPL group has focused on the continuation of the LEAD to READ program.  Evie Glover has recruited numerous volunteers from First Methodist Church to work with the KIDS HOPE program.  The volunteers regularly come to school and work with particular students for additional support.  In September, we had our health fair for students and families.  Multiple businesses and individuals came to display and present information about various health related aspects – nutrition, fitness, health services, etc.  We also had a family reading night that featured various adult community readers and a book fair.  Last spring we had a career day for all students in K-5 where community members came to present information about their profession   The Junior Achievement program works with 3rd grade, Conservation comes in and works with 4th grade students, 4H is another community opportunity that's provided monthly, and DARE is presented to our 5th graders.  We have the Backpack Meal Program through our FYRSC and foster Grannies through GRADD come daily and volunteer in K and 1st classrooms.  The Rotary Club comes to speak to third grade and distributes dictionaries.  Susan Vickers spoke to the staff at a staff meeting about food allergies in children, the Missoula Children's Theatre held auditions at Bend Gate, and for the Veteran's day program multiple parents, grandparents, and family members were present.

Please list the number of volunteer hours for your school.  Volunteer hours can include work done during or outside the school day, and/or work done at school or home, as long as the parent or community partner is assisting your school and students.

2012-13___3,611___                    2013-14 so far __690___

c.    In what ways is your school engaging students in using technology for research, inquiry, problem solving, and innovation?

Much of technology use for research and innovation has been done in our intermediate grades.  Fourth grade students have completed research about famous Kentuckians and implemented that information into PowerPoint presentations.  Our third grade students researched through technology a famous individual in history and once their research was completed it was compiled into a display board, and orally presented to other grade levels, parents, and members of the community. (Wax museum).  Our librarian has also focused on keyboarding skills with students and many of them have carried that practice over at home.  She also focused on other technology standards during library sessions.

What opportunities is your school providing for students to successfully become active and productive citizens in their community?

Through our guidance program, character education has been taught to students and monthly leader of the month honors are given for those students that demonstrate positive characteristics and civility.  We also implement PBIS guidelines and reward students Gator Gotchas and the Gator Rug for positive character word completion.  The Student Ambassador program focuses on character evaluations from multiple teachers to sustain that honor.  Those ambassadors volunteer at various Bend Gate functions such as the Health Fair by serving meals to parents and students, directing traffic flow, greeting visitor participants, and assisting adults.  They are also going to be walking in the Christmas parade.  During speech service time, positive role model students from 4th and 5th grade volunteer their recess time once a week to work collaboratively together.  To emphasize the importance of productive students at Bend Gate Elementary, students are recognized for perfect attendance, honor roll status, and positive individual characteristics.  This year we started Leader in Me and through that each grade level is responsible for a community service project.  We set a goal of $1000.00 and we reached $2450.00+, which qualified us for Lifesaver school status.  The Girl Scout troop organized a coat drive and currently the Salvation Army can food drive is going on.  We have Toys for Tots, Relay for Life, New Hope Animal Shelter, and cards for nursing home/hospitals and Veterans planned.

2.  **How do your school improvement activities support the achievement of the KCAS standards as measured by the KPREP/EPAS assessments?**

One activity that addresses the KPREP standards of learning is the disaggregation of KPREP and MAP testing results.  MAP results are reported out to SBDM twice a year.  Another focus is the emphasis on literacy.  Bend Gate students have regular Compass Odyssey computer lessons.  Kindergarten and some first grade students participate in the Headsprout program 3-4 times a week.  Students performing below grade level, according to MAP normative assessment data, are placed in the RTI program.  Tier 3 students meet with an interventionist four times a week and Tier 2 students meet three times a week and these are additional instructional times of reading and/or math.  Weekly RTI meetings are held to review data and discuss instructional strategies as well as student progress.  Fountas and Pinnell curriculum is implemented in the K, 1st, and 2nd grade Tier 3 groups.

Students participate in a Math Fact Competition three times a year to help students learn their math facts and show the importance for knowing their facts.  Classroom teachers conduct basic math fact drills that align with the Common Core Standards and classrooms with the highest score receive rewards.  Saxon Math is used as a supplement to the regular math curriculums- Math in Focus and Calendar Math.  Students are instructed on a guided lesson and then complete independent homework based on the guided lesson.  Third through fifth grade students utilize Accelerated Math which is a computer generated practice and testing program.  This program allows students to work on teacher assigned lessons that are individualized to their learning needs and pace.  Accelerated Math also allows students to work on more advanced lessons if applicable.  The software program ExtraMath provides students additional fact practice.

The implementation of a writing coach has been a part of Bend Gate's preparation for KPrep testing.  Weekly, the writing coach models the appropriate processes and strategies for answering constructed response questions.  After each modeling session, the teacher then gives an independent constructed response question.  The responses are scored and analyzed.  The coach then works with students in small groups as a follow up to ensure each student has a complete understanding of the strategies needed to be successful on the KPrep constructed response.  Classroom teachers have incorporated more multiple choice type assessment questions, as well as incorporating them into daily practice of the core subjects.

Teachers have implemented timed formative or summative assessments every five to seven days. Students are made aware of how much time is appropriate to complete classroom assignments so they are aware of the amount of time they require for reading passages, multiple choice questions and answering constructed response items.

Teachers and staff of Bend Gate make every effort to make parents aware of upcoming assessments so that they may make adjustments at home to allow their student to be at their optimum for all assessment events. This communication is communicated electronically on a weekly basis and daily in the planner.

3. **If your school is designated Needs Improvement, with whom are you collaborating to seek out strategies to become Proficient?**

Many of the strategies and activities that we've implemented have been modeled after other successful schools in the district. We've used multiple ideas from Spottsville, Cairo, Chandler, and the others. We've received assistance from the district office as well.

4. **How are the members of your SBDM council intentional and consistent in promoting student   achievement?**

The members of SBDM council review data – MAP, KPREP, TELL Survey, and discipline. We also recognize at monthly meetings the successes and accomplishments of students.