



**2017 District KPREP Data Share**  
**November 2, 2017**

# Bloomfield Elementary School



# 2016 KPREP Reading Results

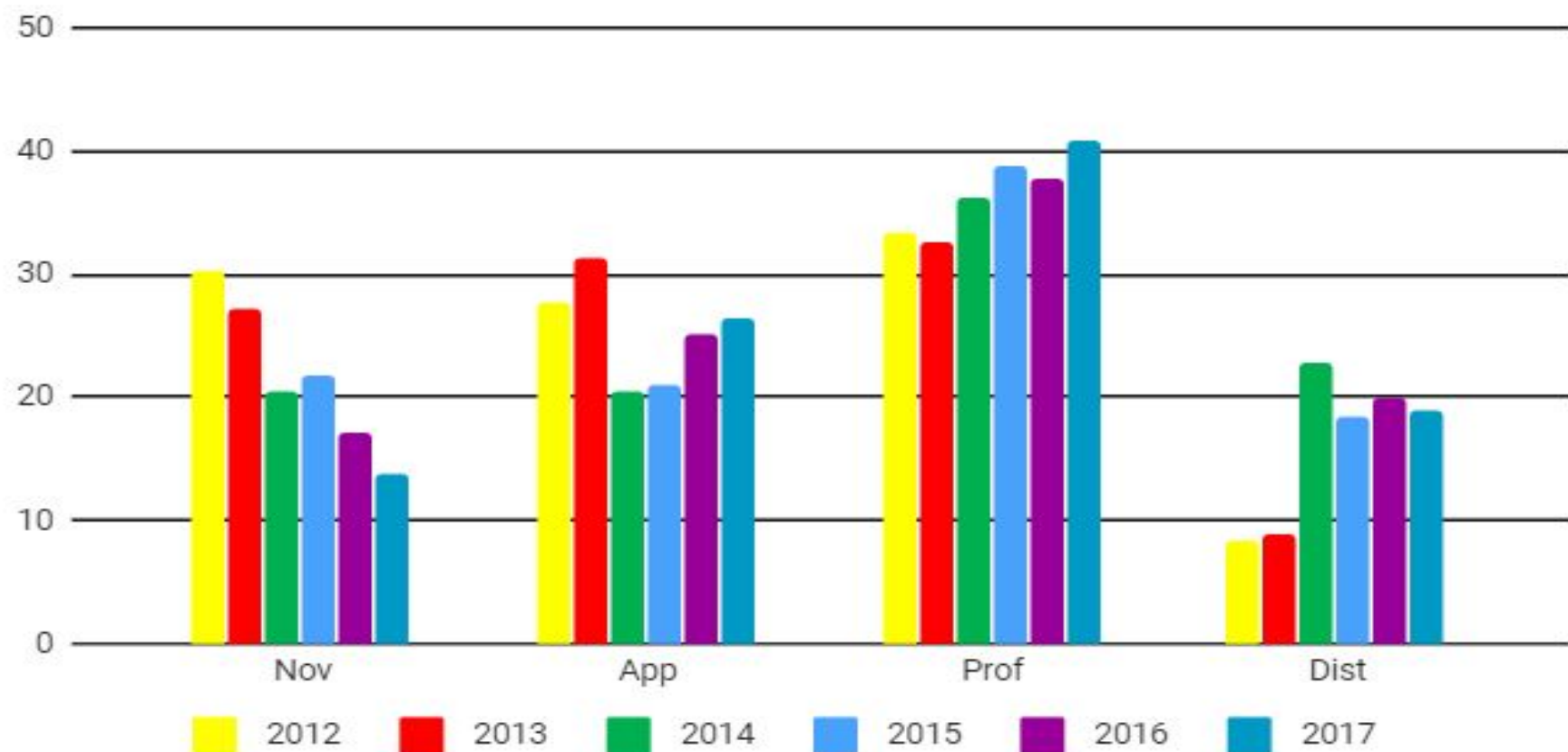
READING - Performance Level																								
	Number Accountable 100 days enrolled			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient/Distinguished			Percent Bonus			NAPD Calculation		
Level	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
<a href="#">Elementary School - All Students</a>	151	950	153,8	17.2	21.8	20.6	25.2	24.3	23.4	37.7	35.8	34.9	19.9	18.1	21.1	57.6	53.9	56.0	2.6	0.0	0.5	71.5	66.1	68.0

2017 = N=13.8% A= 26.4% P=40.9% D=18.9% P/D=59.7%  
School

District N=21.5% A=24% P=39.9% D=14.6% P/D=54.5%

State N=22.3% A=23.4% P=37.2% D=17.1% P/D=54.3%

## 2012-2017 Reading Trend 3-5





Reading Trend 3-5				
	Nov	App	Prof	Dist
2012	30.4	27.7	33.5	8.4
2013	27.1	31.2	32.7	9
2014	20.5	20.5	36.2	22.7
2015	21.7	21	38.9	18.5
2016	17.2	25.2	37.7	19.9
2017	13.8	26.4	40.9	18.9

# 2016 KPREP Mathematics Results

MATHEMATICS - Performance Level																								
	Number Accountable 100 days enrolled			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient/Distinguished			Percent Bonus			NAPD Calculation		
Level	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
<a href="#">▶ Elementary School - All Students</a>	151	950	153,8	19.9	16.1	16.4	23.8	32.3	31.9	37.1	36.8	34.9	19.2	14.7	16.9	56.3	51.6	51.8	0.0	0.0	0.5	68.2	67.8	68.0

2017

School N=9.4% A=35.2% P=37.7% D=17.6% P/D=55.3%

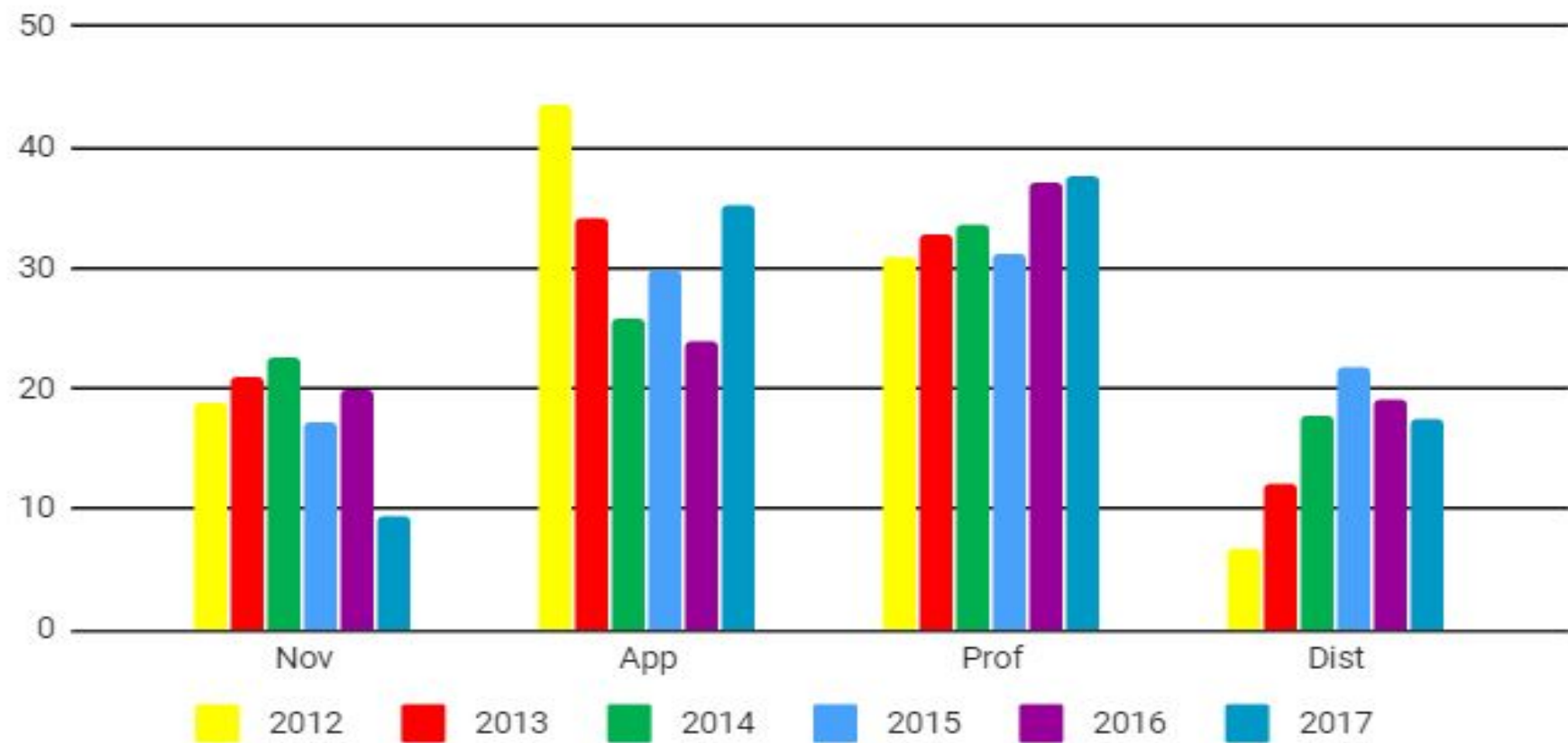
2017

District N=14.9% A=36% P=37.9% D=11.2% P/D=49.1%

2017

State N=16.3% A=34.5% P=35.8% D=13.3% P/D=49.1%

## 2012-2017 Math Trend 3-5



Math Trend 3-5				
	Nov	App	Prof	Dist
2012	18.8	43.5	30.9	6.8
2013	21.1	34.2	32.7	12.1
2014	22.7	25.9	33.5	17.8
2015	17.2	29.9	31.2	21.7
2016	19.9	23.8	37.1	19.2
2017	9.4	35.2	37.7	17.6

# 2016 KPREP Writing Results

WRITING - Performance Level																								
	Enrollment			Number Tested			Participation Rate			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient/Distinguished		
Grade	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
► <a href="#">Elementary School - All Students</a>	54	328	50,084	54	328	50,036	100.0	100.0	99.5	13	22.0	17.5	53.7	57.9	41.5	33.3	18.6	33.8	0	1.5	7.2	33.3	20.1	41.0

2017

School N=7% A=34.9% P=53.5% D=4.7% P/D=58.1%

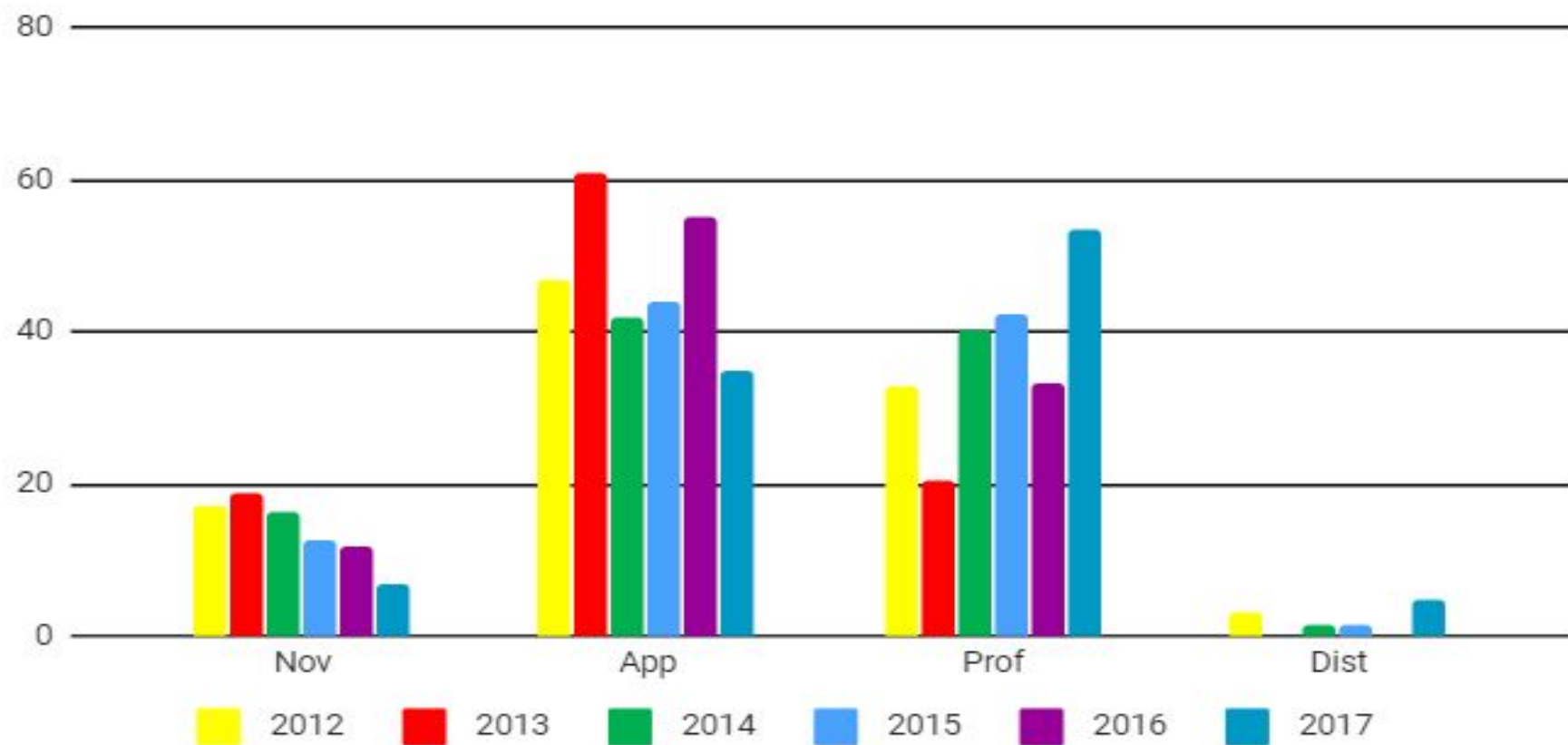
2017

District N=15.7% A=40.3% P=41.2% D=2.9% P/D=44.1%

2017

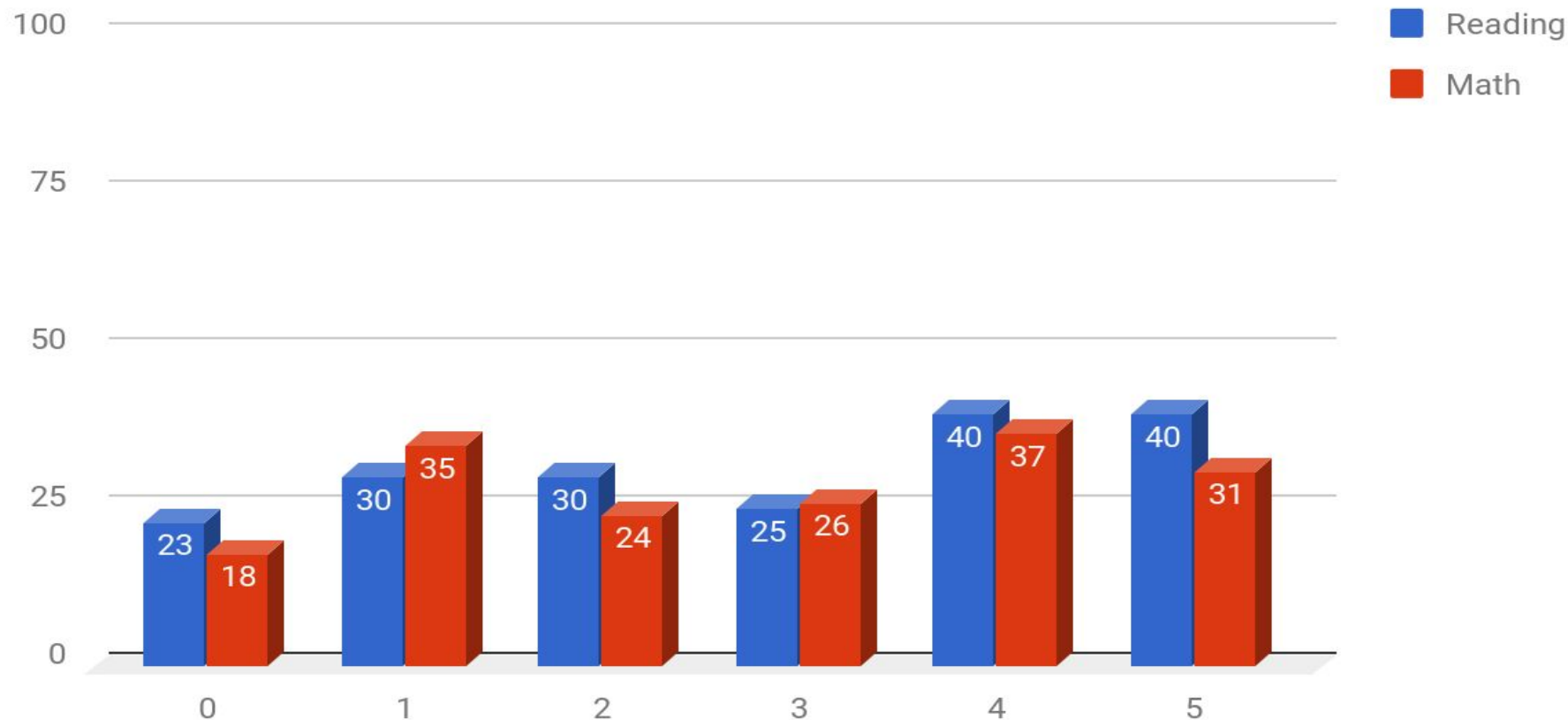
State N=19.2% A=34.9% P=40.8% D=5.1% P/D=45.9 %

## 2012-2017 Writing Trend 3-5



Writing Trend 3-5				
	Nov	App	Prof	Dist
2012	17.2	46.9	32.8	3.1
2013	18.8	60.9	20.3	0
2014	16.4	41.8	40.3	1.5
2015	12.5	43.8	42.2	1.6
2016	11.8	54.9	33.3	0
2017	7	34.9	53.5	4.7

# 2017 Fall MAP Percent Proficient and Distinguished

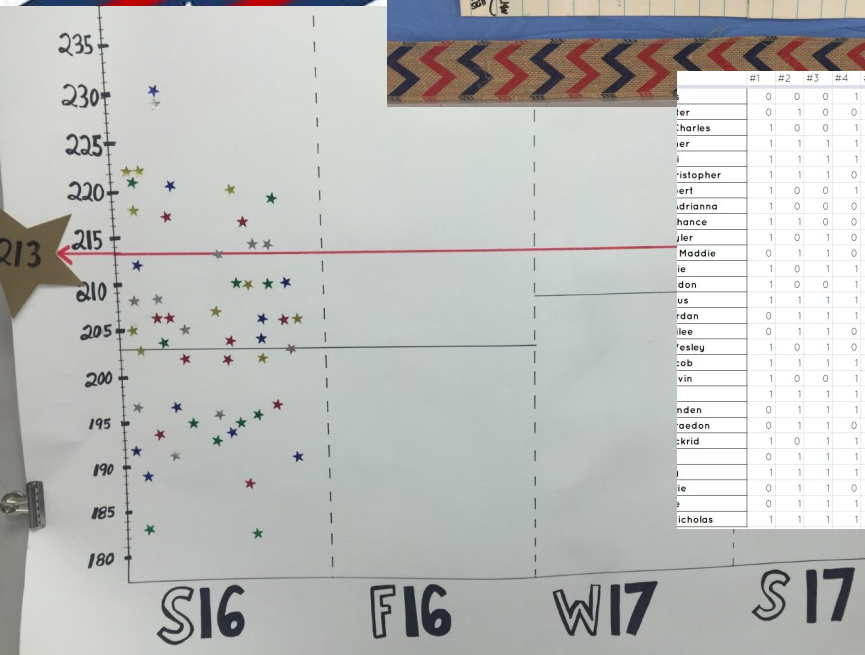
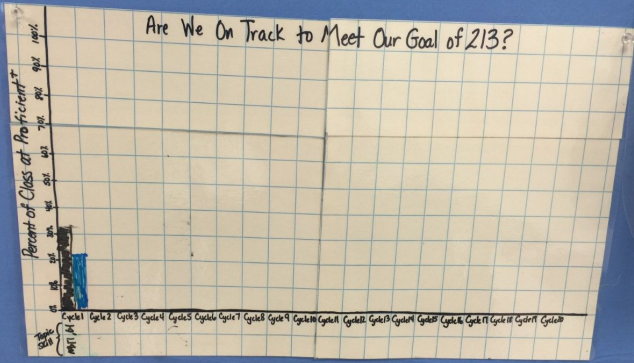
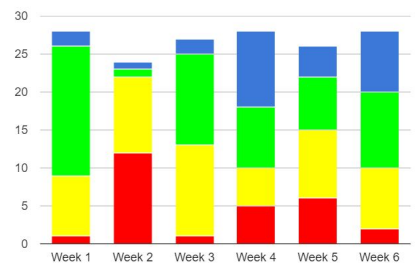




# Data Walls/Folders

- Data Walls in the PLC room (focus on RTI not KPREP)
  - Set school wide goal to reduce number of students below the 33rd percentile to no more than 15% of each grade level
  - SGG posted and reviewed
- Data Dashboard
- Data Walls in all classrooms
- Student Data Folders
  - Goal Setting
  - Student Led Conferences

# Homeroom Weekly Checkpoint Assessments



	#1	#2	#3	#4	#5	#6	SCR
er	0	0	0	1	1	0	0
er	0	1	0	0	1	0	1
Charles	1	0	0	1	1	1	1
er	1	1	1	1	1	0	1
er	1	1	1	1	0	1	1
Christopher	1	1	1	0	0	1	1
ert	1	0	0	1	1	1	1
drianna	1	0	0	0	0	1	0
hance	1	1	0	0	1	0	1
ler	1	0	1	0	1	0	0
Maddie	0	1	1	0	0	1	0
ie	1	0	1	1	1	0	1
don	1	0	0	1	1	1	1
us	1	1	1	1	0	1	1
rdan	0	1	1	1	1	0	1
ilee	0	1	1	0	0	1	1
esley	1	0	1	0	1	0	0
ob	1	1	1	1	1	1	1
vin	1	0	0	1	1	1	1
	1	1	1	1	1	1	2
nden	0	1	1	1	1	1	1
aedon	0	1	1	0	1	1	1
skrid	1	0	1	1	1	0	1
	0	1	1	1	0	0	1
	1	1	1	1	1	1	1
ie	0	1	1	0	1	0	1
s	0	0	1	1	1	0	0
icholas	1	1	1	1	1	1	1

Math

Reading

Language

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17

F16W S17



# Patriot Time

- Deliberate schedule to pull all available staff for primary and intermediate Patriot Times
- 45 minutes for intermediate and 30 minutes for primary
- Tier 3 small groups interventions-->Reading is King! (students with dual needs are planned individually)
- Data determined flexible groupings
  - Groups are sorted by teachers
  - Focus on growth (interventions, enrichments, stamina)

# PLC Focus on Assessment

- Live Scores-Feedback that feeds forward (plan where Leadership/interventionists participate)
- KPREP like Classroom Assessments
- Patriot Proficiency Practices (3 a year)
- Data Analysis and Next Instructional Steps
- Respect for the Craft and Innovation of Teaching



# BES System of Interventions

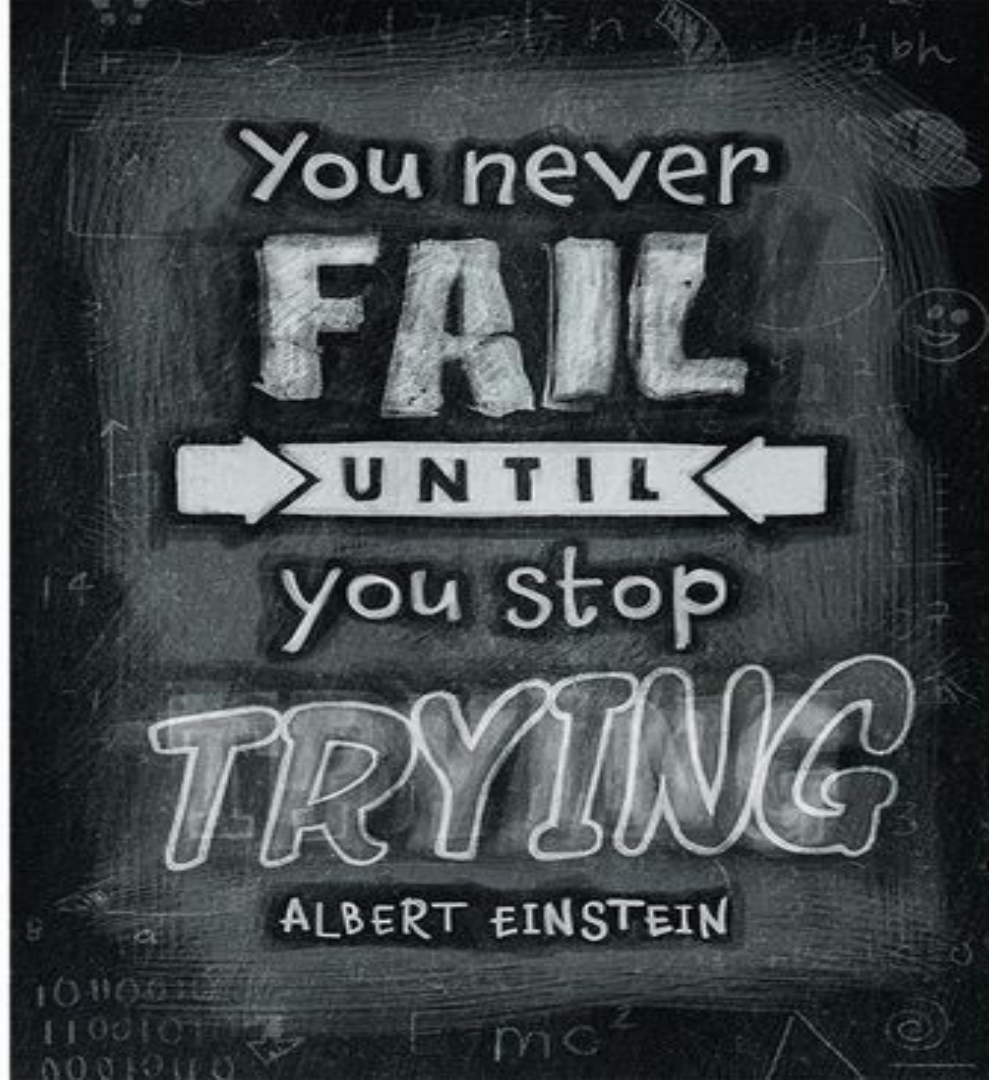
- [RTI plans](#) are in Google Sheets and contain Tier 2/Tier 3 goals, links to graphs, and minutes from meetings
- All Staff members participate
- Monthly meetings to discuss student progress
- List of available [interventions](#) and progress monitoring

# Co-Teaching

- Focused on Parallel and Station Teaching co-teaching structures
- PLCs together, common planning
- Staff Meetings with vertical planning
- Student Support Days
- Monitor Student Data with Principal/PLC

# Culture

- Bloomfield Buddies
- Dreambox Challenges
- Lexia/Reading Plus Challenges
- Mentor/mentee
- Safety patrol
- Quarterly Themed Reward Events



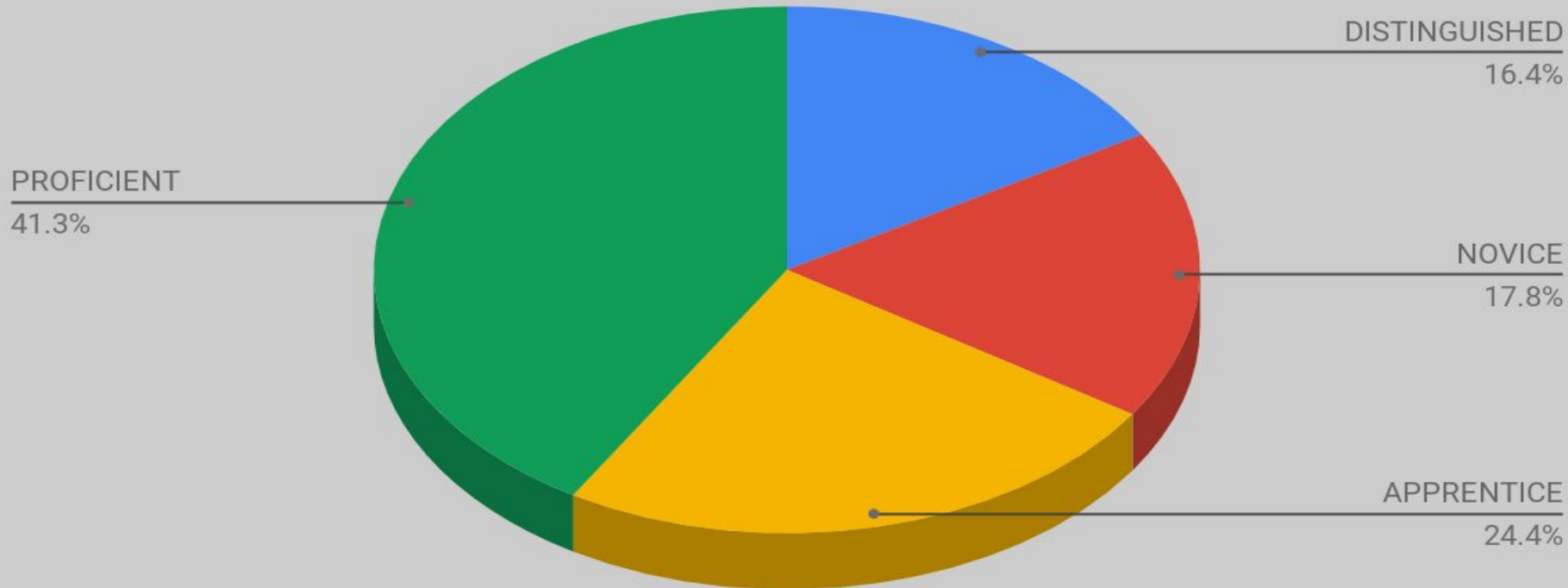




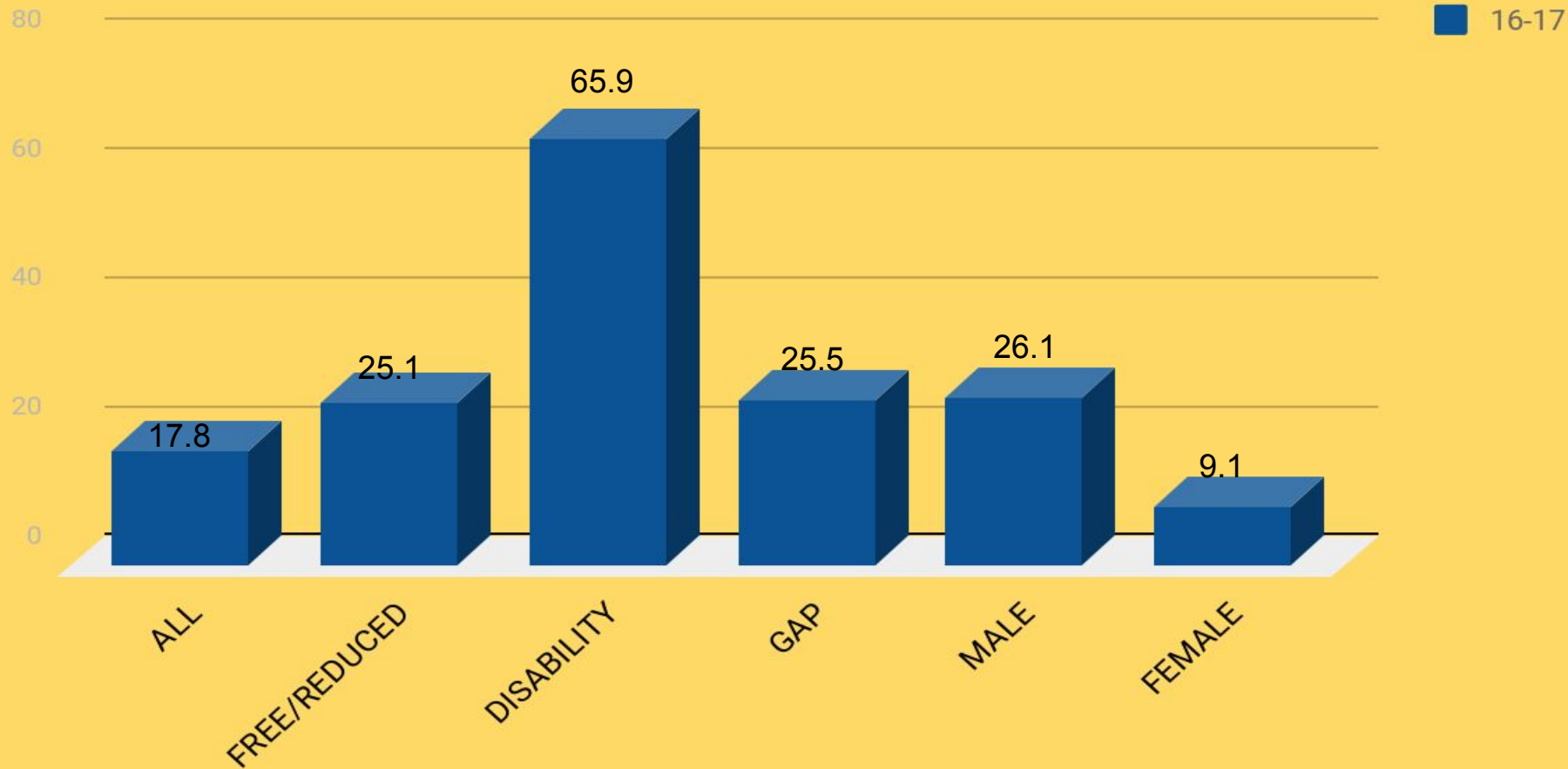
# BLOOMFIELD MIDDLE SCHOOL

2016-2017 KPREP DATA

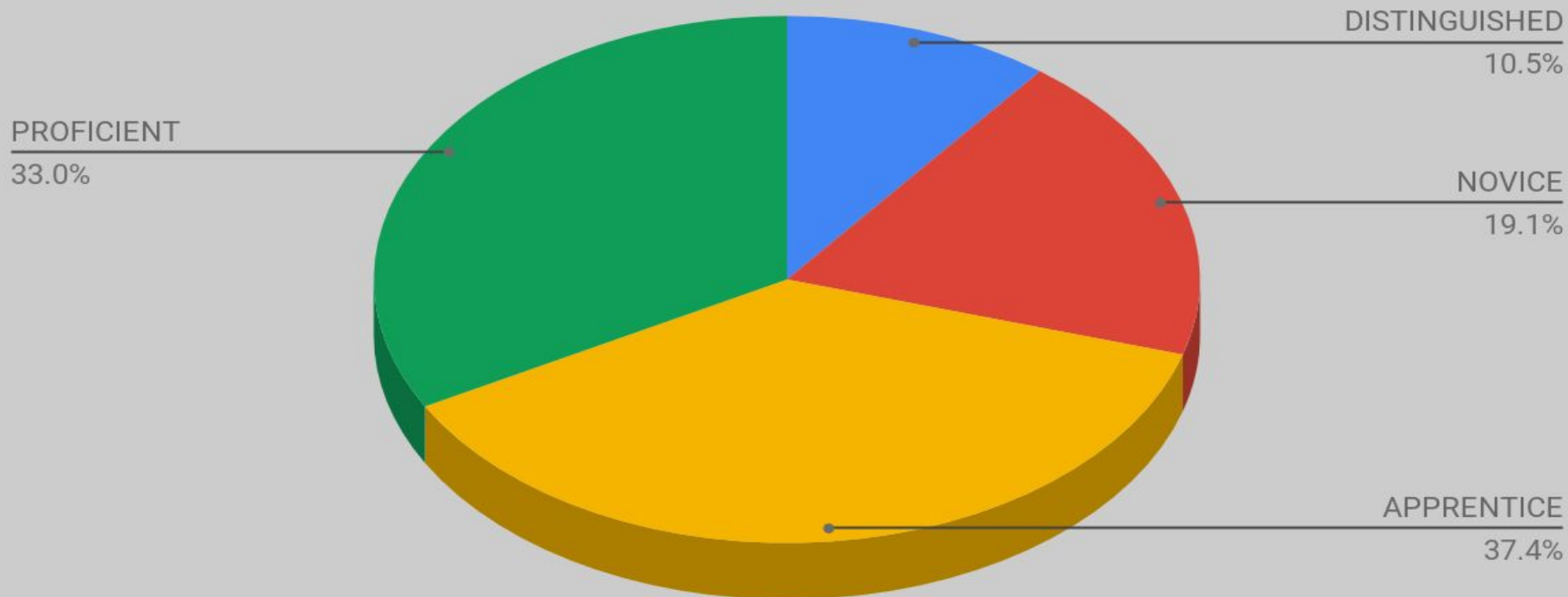
# READING KPREP



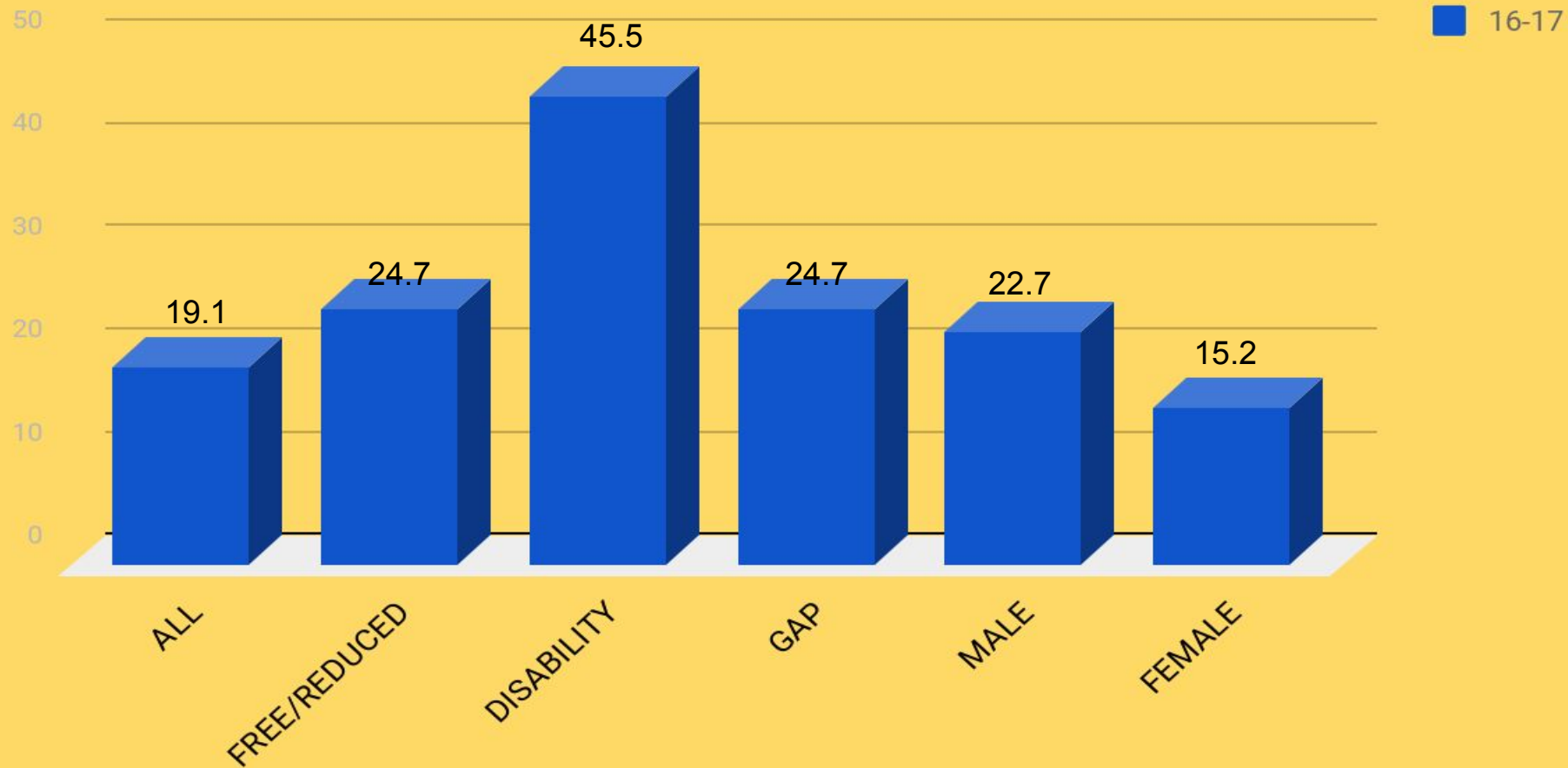
# READING NOVICE



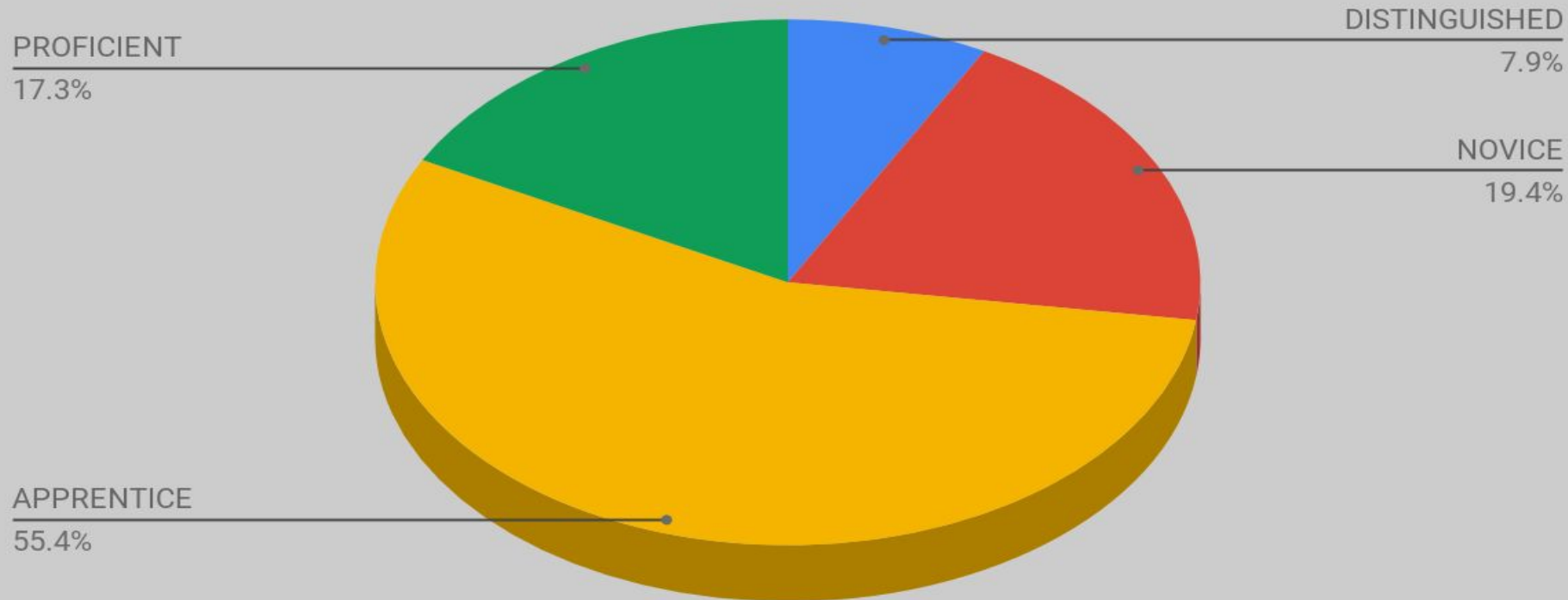
# MATH KPREP



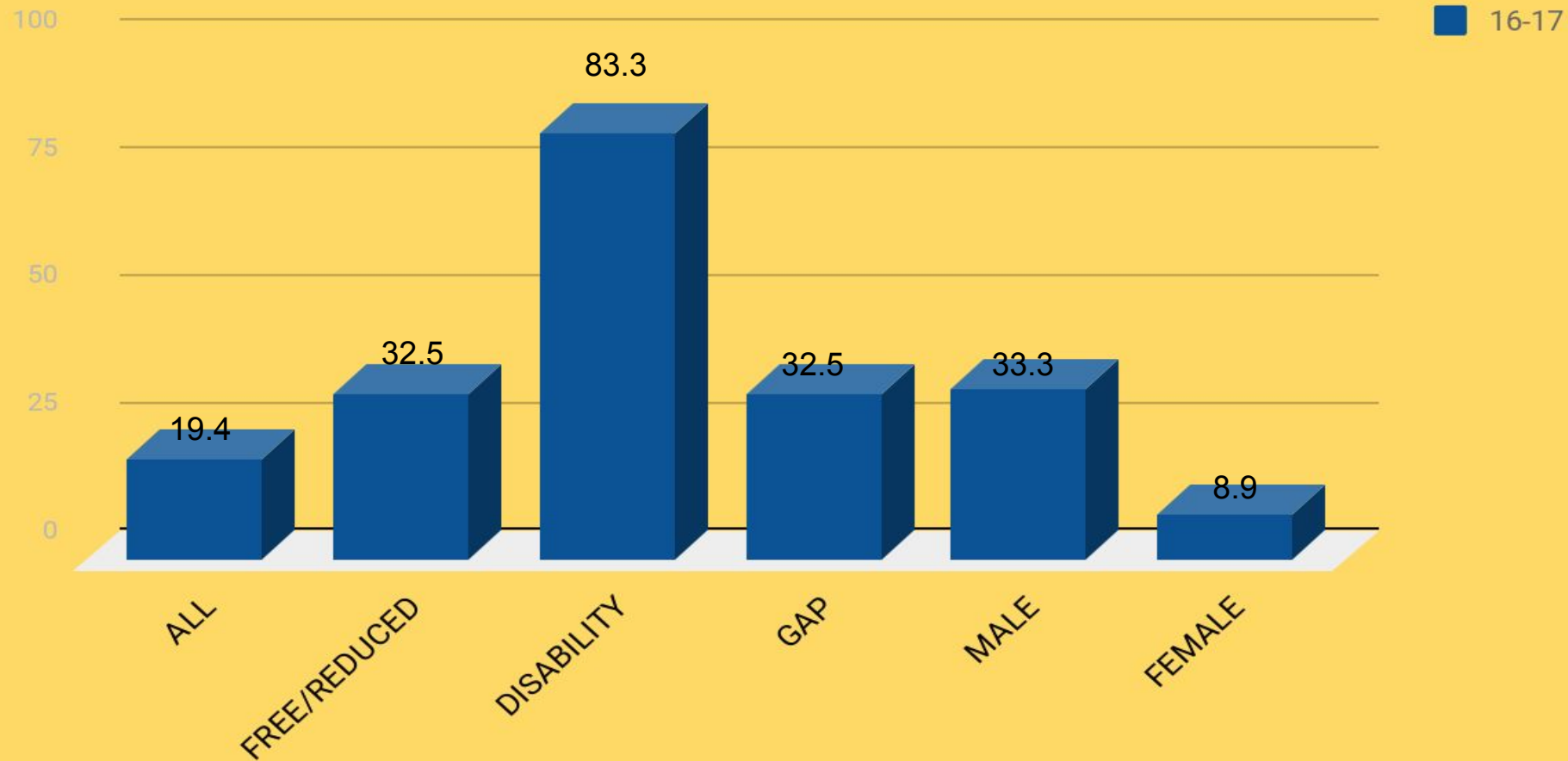
# MATH NOVICE



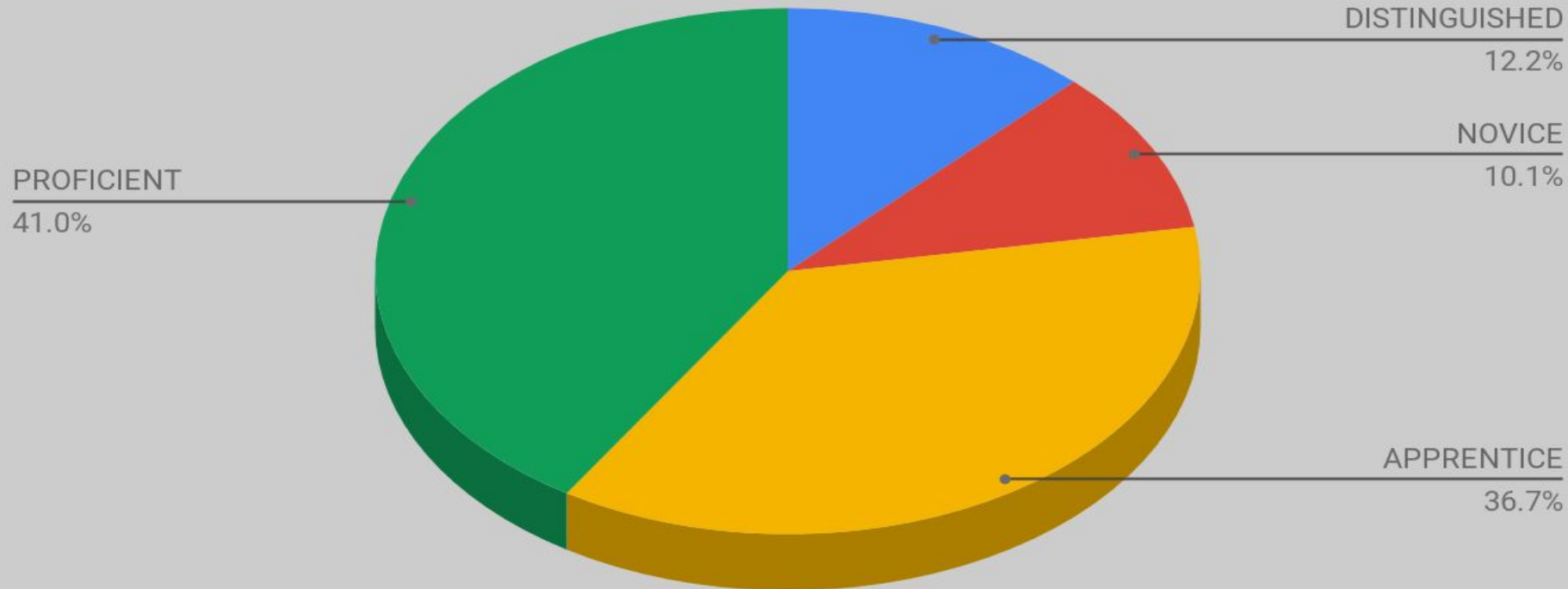
# WRITING KPREP



# WRITING NOVICE

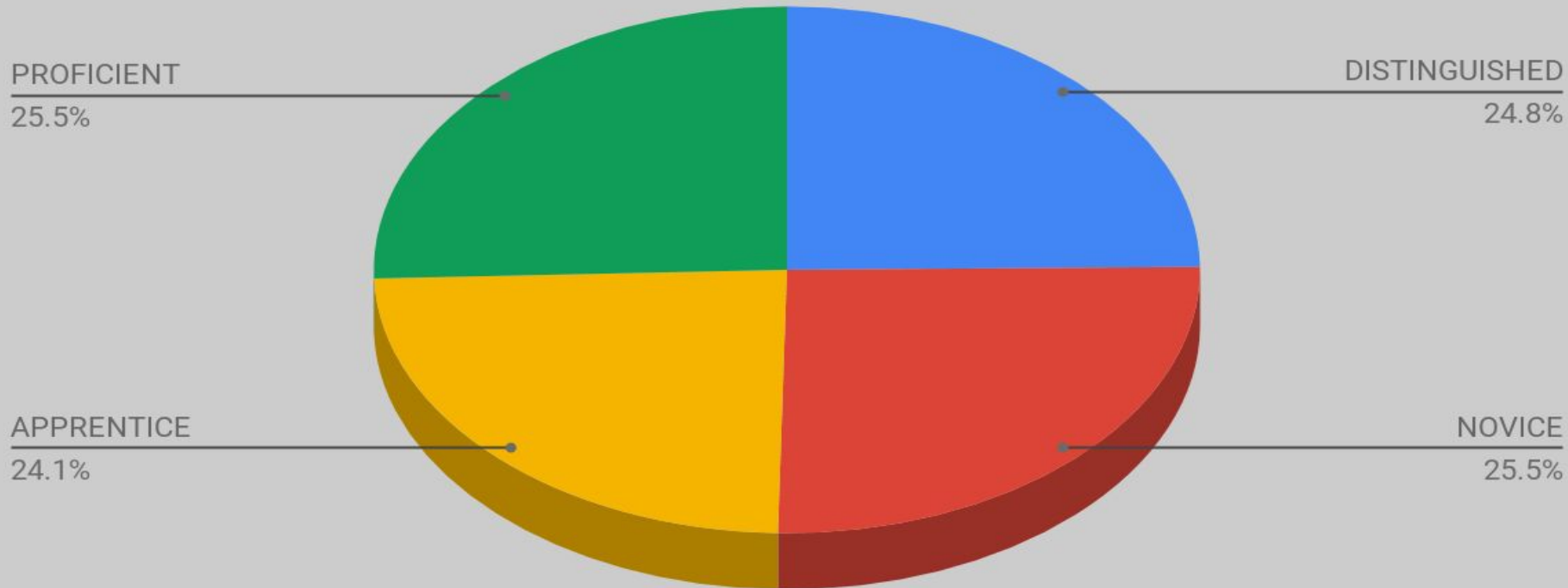


# SOCIAL STUDIES KPREP

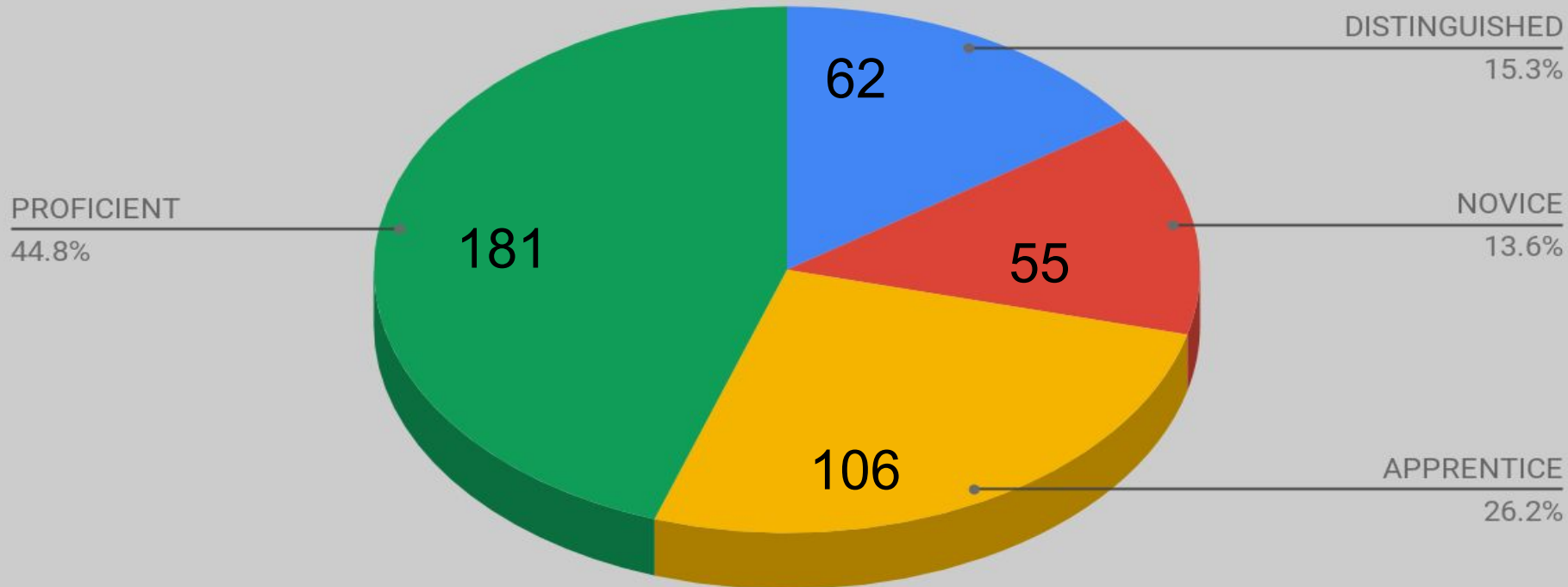




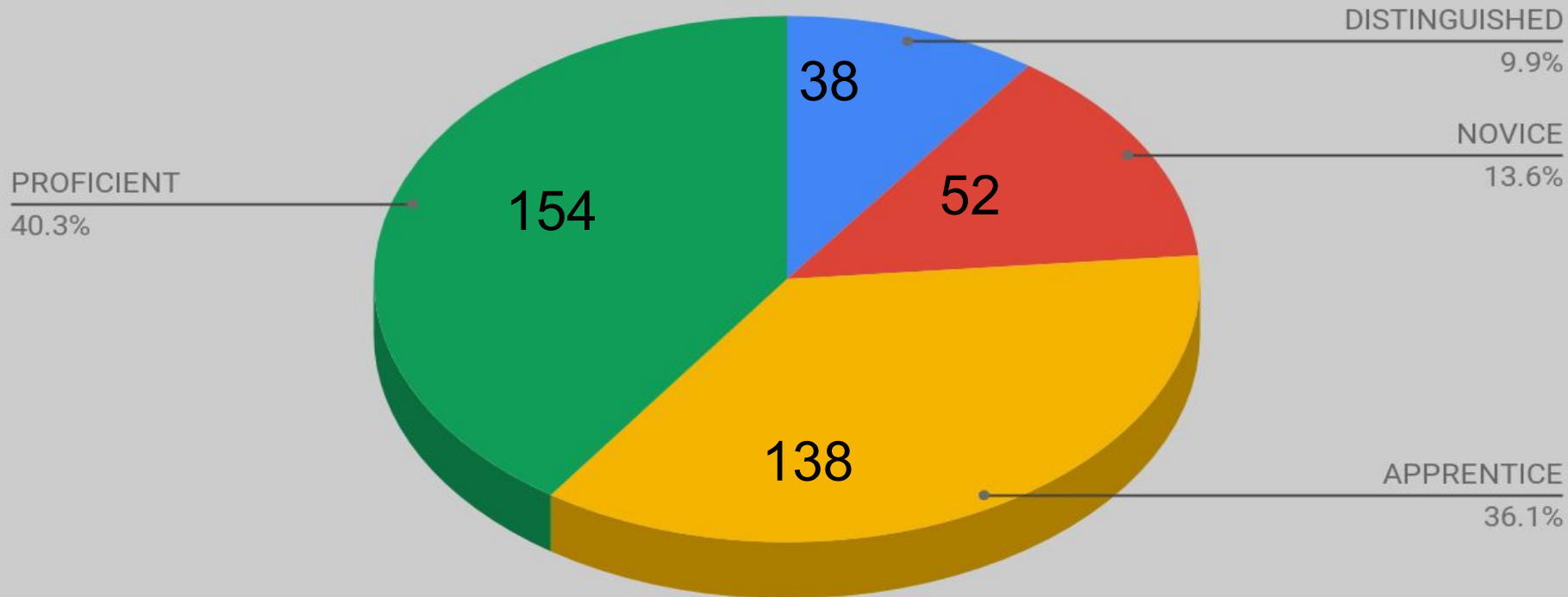
# LANGUAGE MECHANICS KPREP



# MAP READING FALL 2017



# MAP MATH FALL 2107





# SCHOOL FOCUS 17-18

1. SCHOOL CULTURE AND CLIMATE-IMPLEMENTATION OF PBIS FOR SCHOOL WIDE EXPECTATIONS. RAPPORT BUILDING AMONG STAFF, THRESHOLD EXPECTATION TO MEET AND GREET STUDENTS AT THE DOOR
2. NOVICE REDUCTION-NAME AND CLAIM THESE STUDENTS IN ALL CONTENT AREAS.
3. GAP CLOSURE-IDENTIFY THESE STUDENTS BASED ON KPREP DATA
4. ACADEMIC FOCUS-ALL CONTENTS WITH EXTRA ATTENTION ON READING, WRITING, AND MATH



# SCHOOL FOCUS 17-18

4. PARENT ENGAGEMENT-PLAN ACTIVITIES TO INCREASE PARENT INVOLVEMENT AT BMS. (PARENT-TEACHER CONFERENCES, KPREP AWARDS NIGHT, STUDENT LED CONFERENCING, WORKING WITH FRYSC TO PROVIDE SERVICES TO ADDRESS INDIVIDUAL STUDENT NEEDS.)

5. WRITING-QUALITY WRITING ACROSS ALL CONTENTS AND GRADE LEVELS.

6. RESPONSE TO INTERVENTION-TARGET STUDENTS WHO ARE AT THE 20% OR LOWER. PLACE THESE STUDENTS INTO INTERVENTION CLASSES.



# NOVICE REDUCTION

BLOOMFIELD MIDDLE SCHOOL STAFF IDENTIFIED STUDENTS SCORING NOVICE ON 16-17 KPREP TEST AND FALL 2017 MAP ASSESSMENT.

WEEKLY PLC'S ARE STRUCTURED TO REVIEW STUDENT DATA, REVIEW FORMATIVE AND SUMMATIVE ASSESSMENTS, ALIGN STANDARDS TO RIGOROUS ACTIVITIES/ASSIGNMENTS.

LEARNING TARGETS ALIGNED TO STANDARDS

INDIVIDUAL/SMALL GROUP INSTRUCTION BY UTILIZING OUR INSTRUCTIONAL ASSISTANT, STUDENT WORKER, AND/OR INSTRUCTIONAL COACH



# GAP CLOSURE

FOCUS ON TARGETING STUDENTS THAT ARE A FEW POINTS AWAY FROM THE NEXT LEVEL.

CONTINUED IMPLEMENTATION OF MDC, LDC AND PBL ACTIVITIES EACH SEMESTER.

LESSON PLANS WILL BE UPLOADED TO A GOOGLE FOLDER, MONITORED BY BMS LEADERSHIP TEAM TO PROVIDE FEEDBACK AND SUPPORT ON INDIVIDUAL BASIS. (THE FEEDBACK WILL BE FOCUSSED AROUND THE RIGOROUSNESS OF THE TARGET ALIGNED TO THE STANDARDS)

INDIVIDUAL/SMALL GROUP INSTRUCTION BY UTILIZING OUR INSTRUCTIONAL ASSISTANT, STUDENT WORKER, AND/OR INSTRUCTIONAL COACH



# WRITING

IN ORDER TO REDUCE NOVICE AND INCREASE PROFICIENCY ALL ELA MIDDLE SCHOOL TEACHERS WILL WORK WITH THE LEADERSHIP TEAM IN THE AREAS OF LESSON PLANNING, FORMATIVE ASSESSMENT, IMPLEMENTATION OF LDC MODULES AND RUBRICS. STUDENTS WILL BE TRACKED AND TARGETED BASED ON INDIVIDUAL NEED.

IMPLEMENTATION OF CONTENT PLCS THAT MEET BI-WEEKLY AFTER SCHOOL TO FOCUS ON STANDARDS, ASSESSMENTS AND LEARNING TARGETS.







# Boston School

## *Students First*



# Celebration of our Strengths

Maintaining a relentless focus on ***“Students First.”***

- Relationships
- OLWEUS program
- Focused Interventions
- Use of data & the data dashboard
- The development of critical thinking



From the very  
first day...



...to the last day in the  
hive.








**It is all about  
intentional, lasting  
relationships.**

# HELP US PICK OUR FUTURE FAMILY NIGHTS

Night	Polar Express .....
Seuss ..	Game Night .....
y Story Night .....	Book Character Night .....

Olympics Night ..	Movie to Win It .....
Read-a-Coaster (choose your night)	Night at the Museum .....

  
Future Boston Family Nights  
Vote for TWO!





**The “JOY  
Factor!”**







"Good morning, Boston!"



**95.8% attendance rate, which is above the district and state average.**



## 2016

- **Reading: 53.2**
  - 3rd=62.5
  - 4th=39.3
  - 5th=55.9
- **Math: 58.5**
  - 3rd=68.8
  - 4th=39.3
  - 5th=64.7

## 2017

- **Reading: 61.0**
  - 3rd=60
  - 4th=63
  - 5th=57
- **Math: 52.3**
  - 3rd=53
  - 4th=64
  - 5th=36

# ACHIEVEMENT Elementary

## 2016

- **Reading: 66.4**
  - **6th=69**
  - **7th= 67**
  - **8th=65**
- **Math: 59.1**
  - **6th=60**
  - **7th=59**
  - **8th=58.3**

## 2017

- **Reading: 77.6**
  - **6th=89**
  - **7th=75**
  - **8th=79**
- **Math: 67.3**
  - **6th=74**
  - **7th=56**
  - **8th=74**

# ACHIEVEMENT Middle

**2016**

- **Social St.: 73.5**
- **Writing: 29.4**
- **Lang. Mech.: 46.4**

**2017**

- **Social St.: 82.8**
- **Writing: 57.1**
- **Lang. Mech.: 76.9**

# **ACHIEVEMENT**

## **Elementary**

## 2016

- **Social Studies: 61.1**
- **Writing: 52.1 \***
- **Lang. Mech.: 48.6**

\*6th & 8th tested

## 2017

- **Social Studies: 79**
- **Writing: 34**
- **Lang. Mech.: 71**

# ACHIEVEMENT Middle

**2016**

<b>GAP</b>	<b>22.6</b>
<b>Growth</b>	<b>55.9</b>

**2017**

<b>GAP</b>	<b>80.4</b>
<b>Growth</b>	<b>66.1</b>

**Elementary Gap & Growth**

**2016**

<b>GAP</b>	<b>45.8</b>
<b>Growth</b>	<b>64.6</b>

**2017**

<b>GAP</b>	<b>77.2</b>
<b>Growth</b>	<b>76.2</b>

# Middle School Gap & Growth

# Next Steps:

Maintaining our relentless focus on

***“Students First.”***

- Core team training in math strategies (KCM)
- Continued realignment of existing math curriculum and materials to Kentucky Core Academic standards
- Common Writing Organizers
- Writing assessment with live scoring
- Admin. team discussion on *Good to Great*



# The New Haven School





# KPREP Reading

## Elementary School Numbers

	Novice	Apprentice	Proficient	Distinguished
Achievement	44	21	38	8
Gap group	38	11	24	5



## Reading Percentages

**Distinguished**

7.3%

**Proficient**

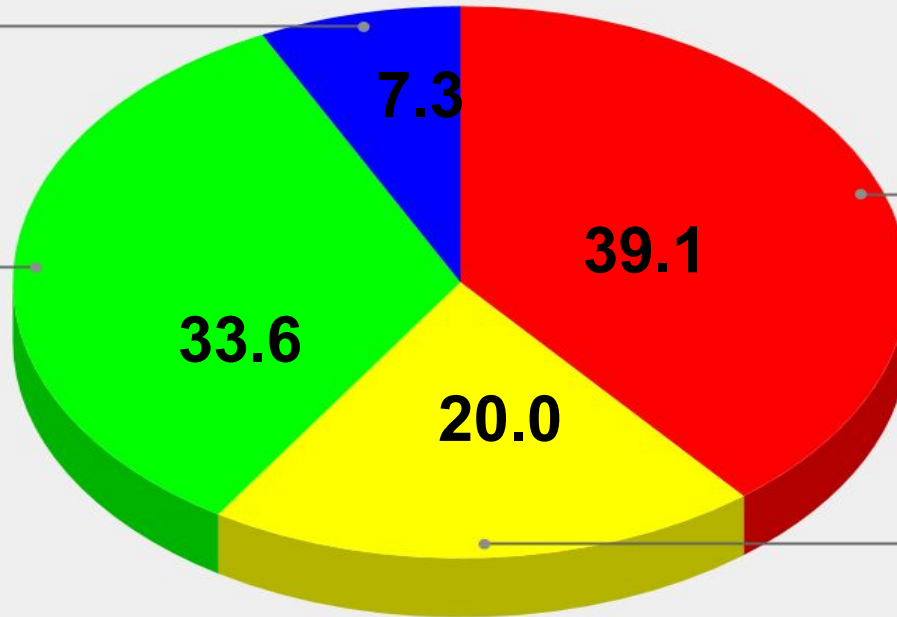
33.6%

**Novice**

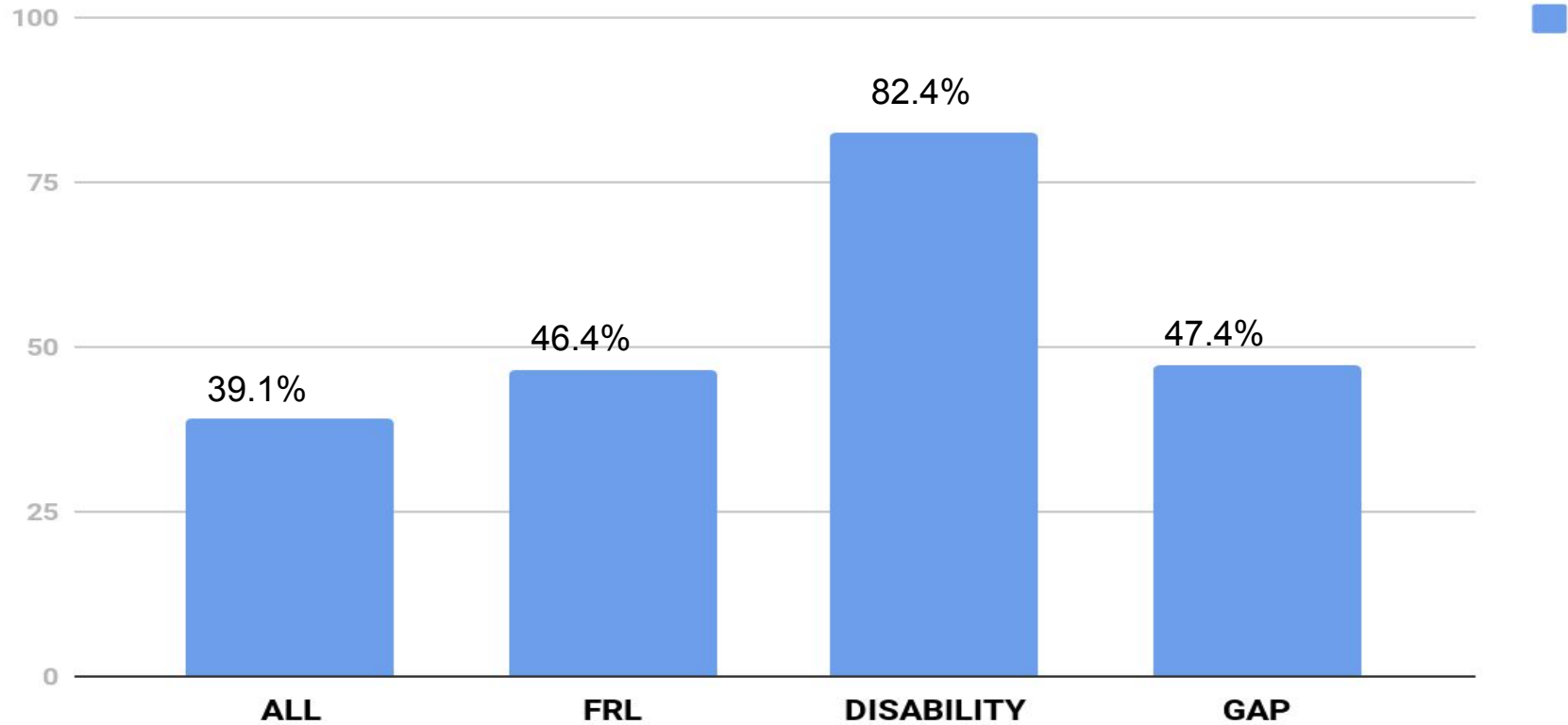
39.1%

**Apprentice**

20.0%



## PERCENTAGE OF STUDENTS SCORING NOVICE IN RDG



# KPREP Reading

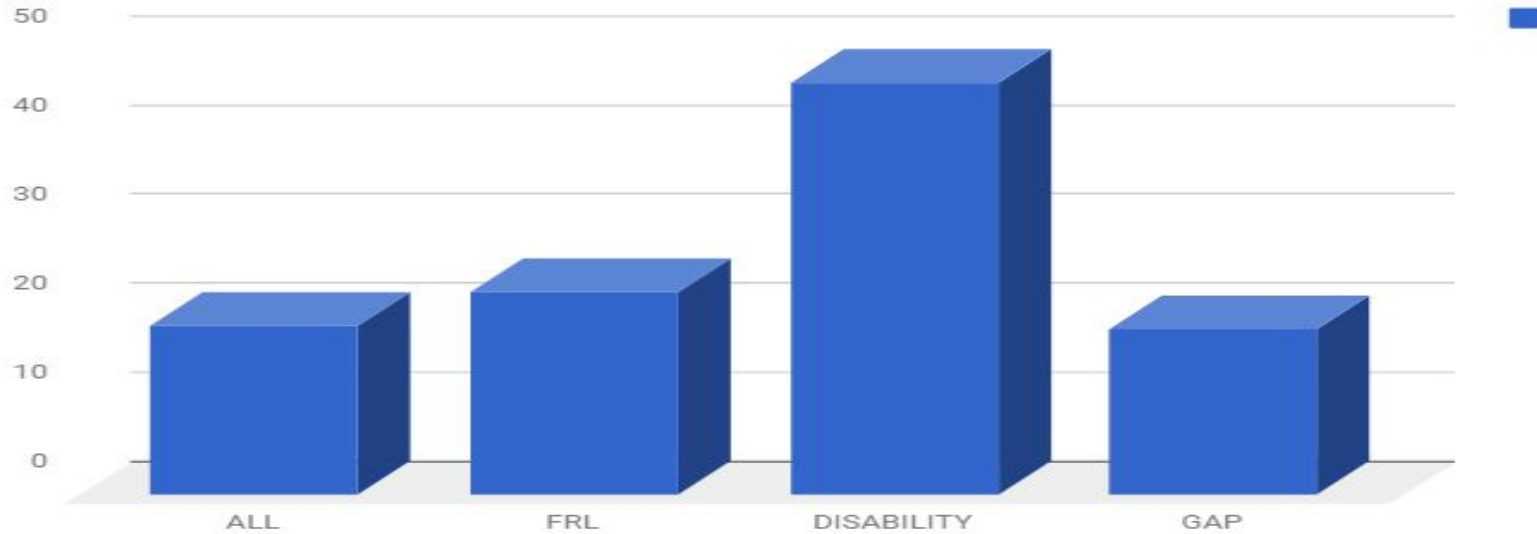
## Middle School Numbers

	Novice	Apprentice	Proficient	Distinguished
Achievement	27	30	33	9
Gap group	24	20	15	2



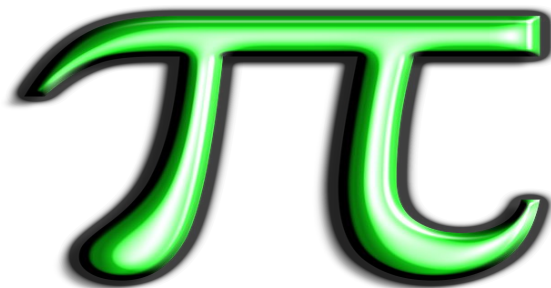
## MIDDLE SCHOOL PERCENTAGE OF NOVICE STUDENTS in RDG

MIDDLE SCHOOL ALL STUDENTS



# KPREP Math

	Novice	Apprentice	Proficient	Distinguished
Elementary	26	40	37	8
Middle School	22	48	22	2



## Math Percentages

**Distinguished**

7.3%

**Proficient**

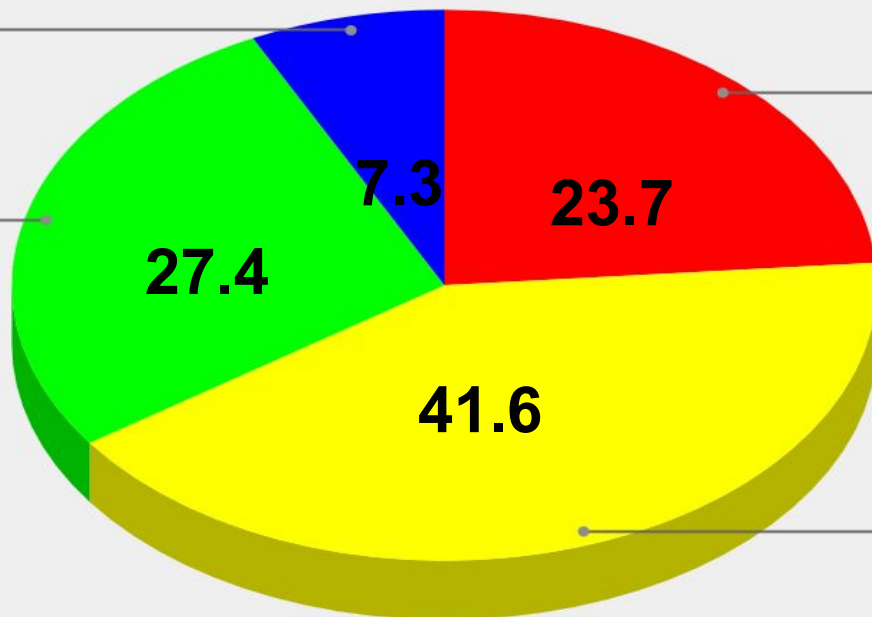
27.4%

**Novice**

23.7%

**Apprentice**

41.6%



## ELEMENTARY COMBINED READING AND MATH

**15-16**

36.7



**16-17**

41.0

**READING**

34.8



41.4

**MATH**

36.9



40.5



## MIDDLE SCHOOL COMBINED READING AND MATH

**15-16**

49.6

34.8

36.9



READING



MATH



**16-17**

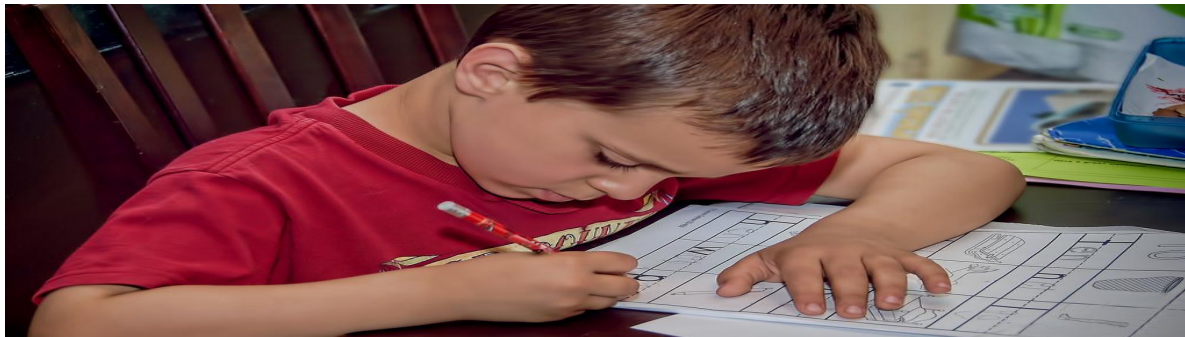
35.8

41.4

31.7

# KPREP Writing

	Novice	Apprentice	Proficient	Distinguished
Elementary	9	13	16	0
Middle	4	21	2	1



# WRITING ELEMENTARY

15-16

16-17

8.6

40.8

# CONGRATULATIONS!

# Where do we go from here?

**Novice reduction**, specifically targeting students who have been novice for multiple years.

**GAP closure**, Identifying our GAP novice students and specifically targeting these students.

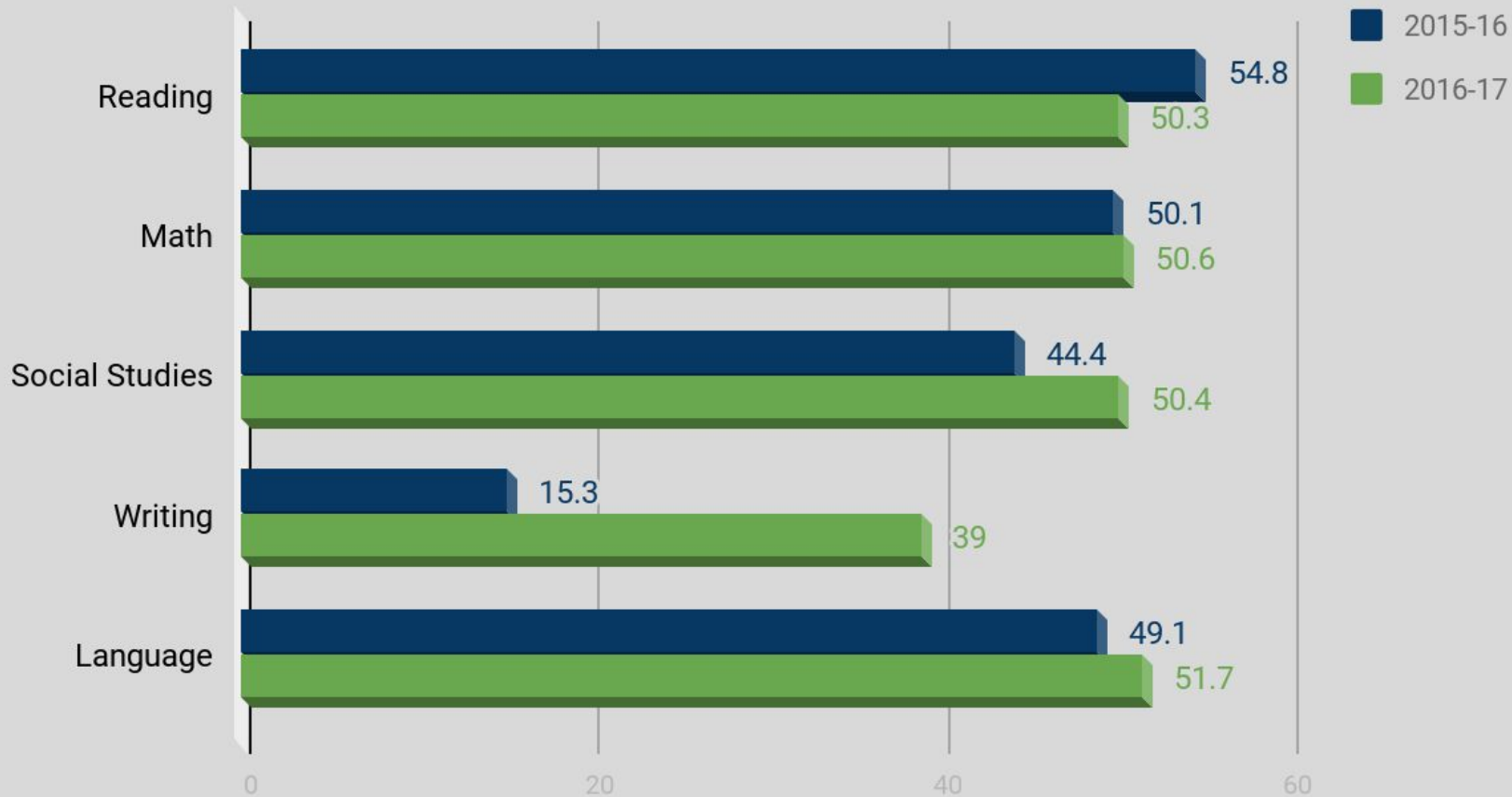
**Teacher Retention**: Need to limit turnover of teachers to ensure consistency.

**Parent Involvement**: Increased input from parents in the school decision making.

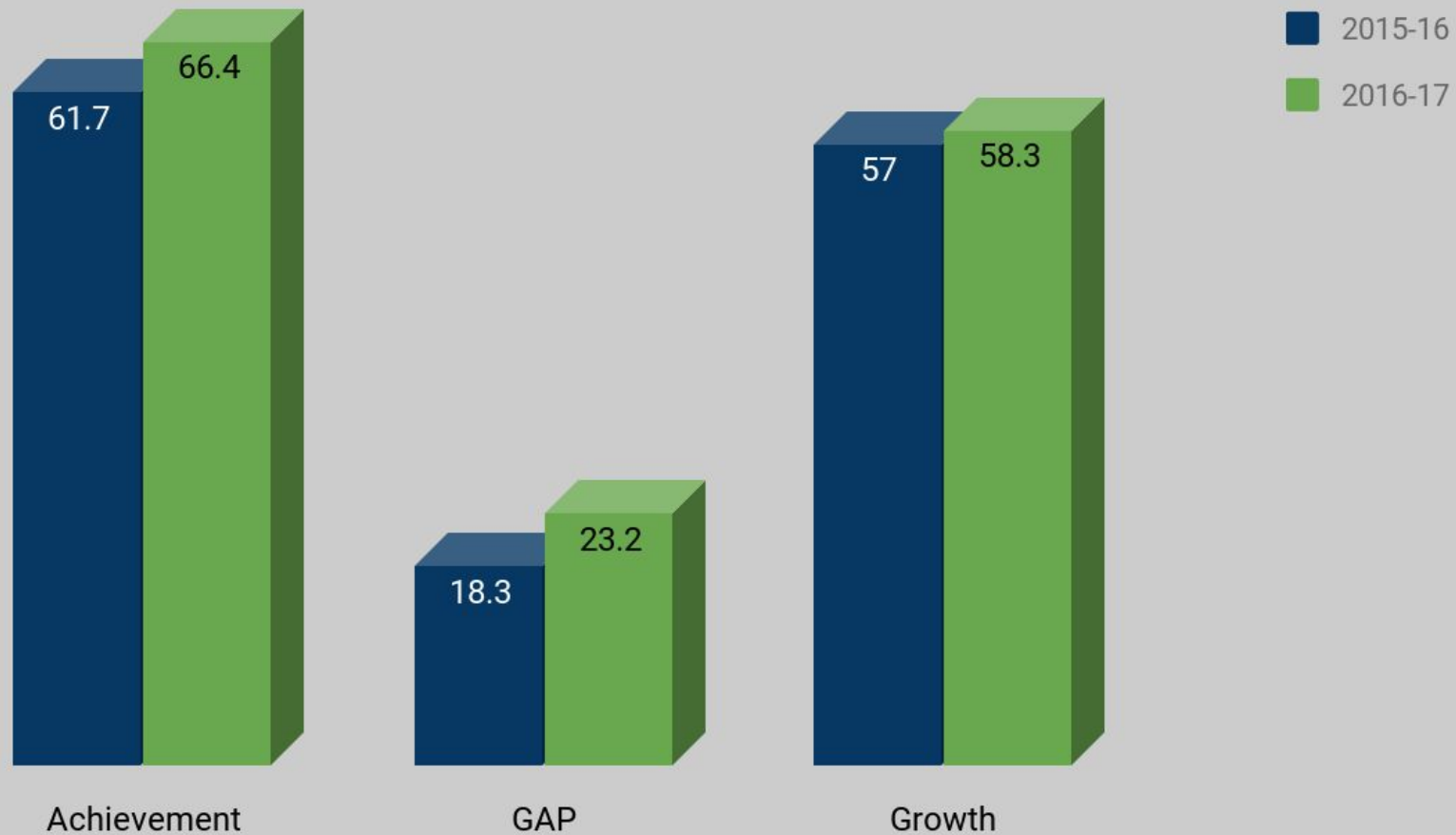


# The Data

## KPREP Comparison Chart



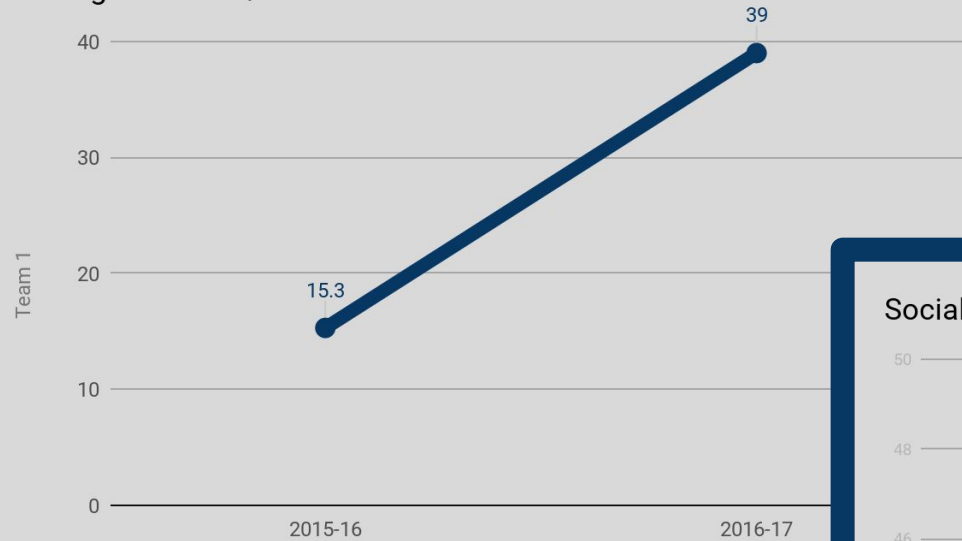
## Overall Performance in Points



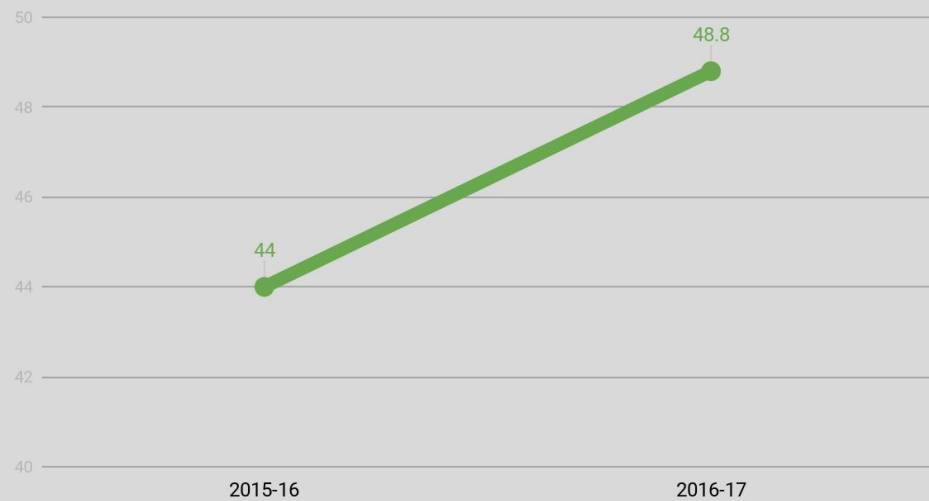


# The Celebrations

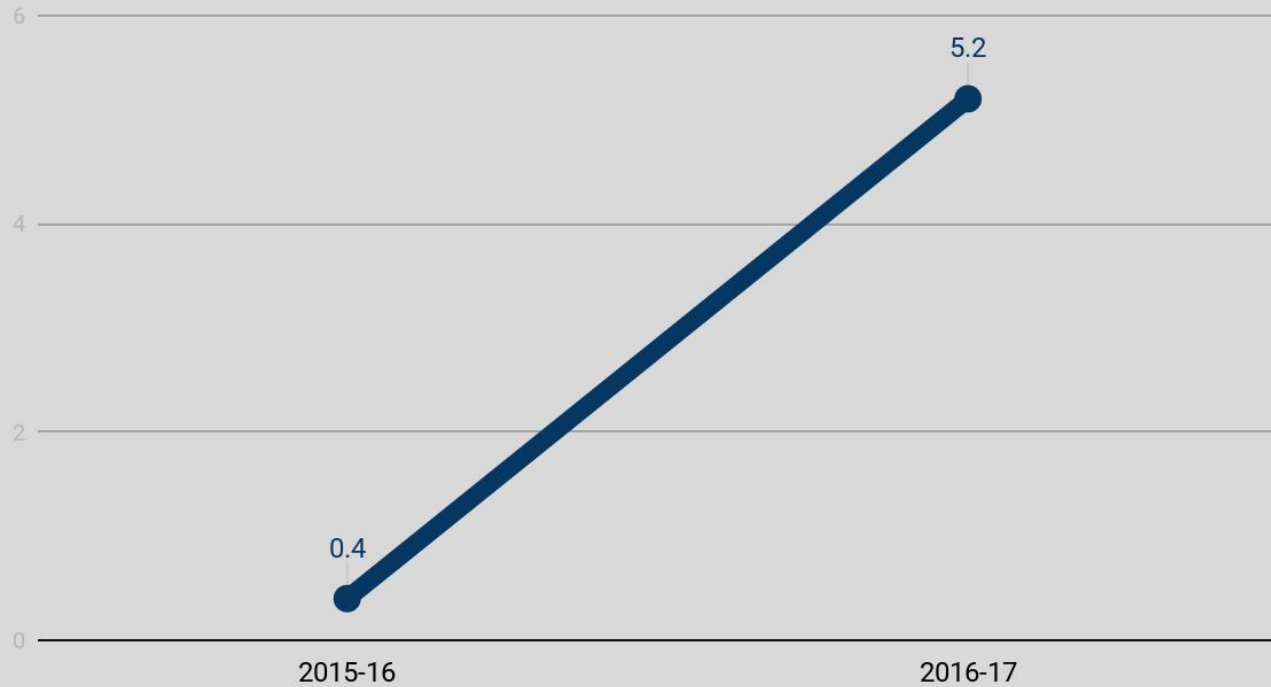
## Writing Percent P/D



## Social Studies Percent P/D

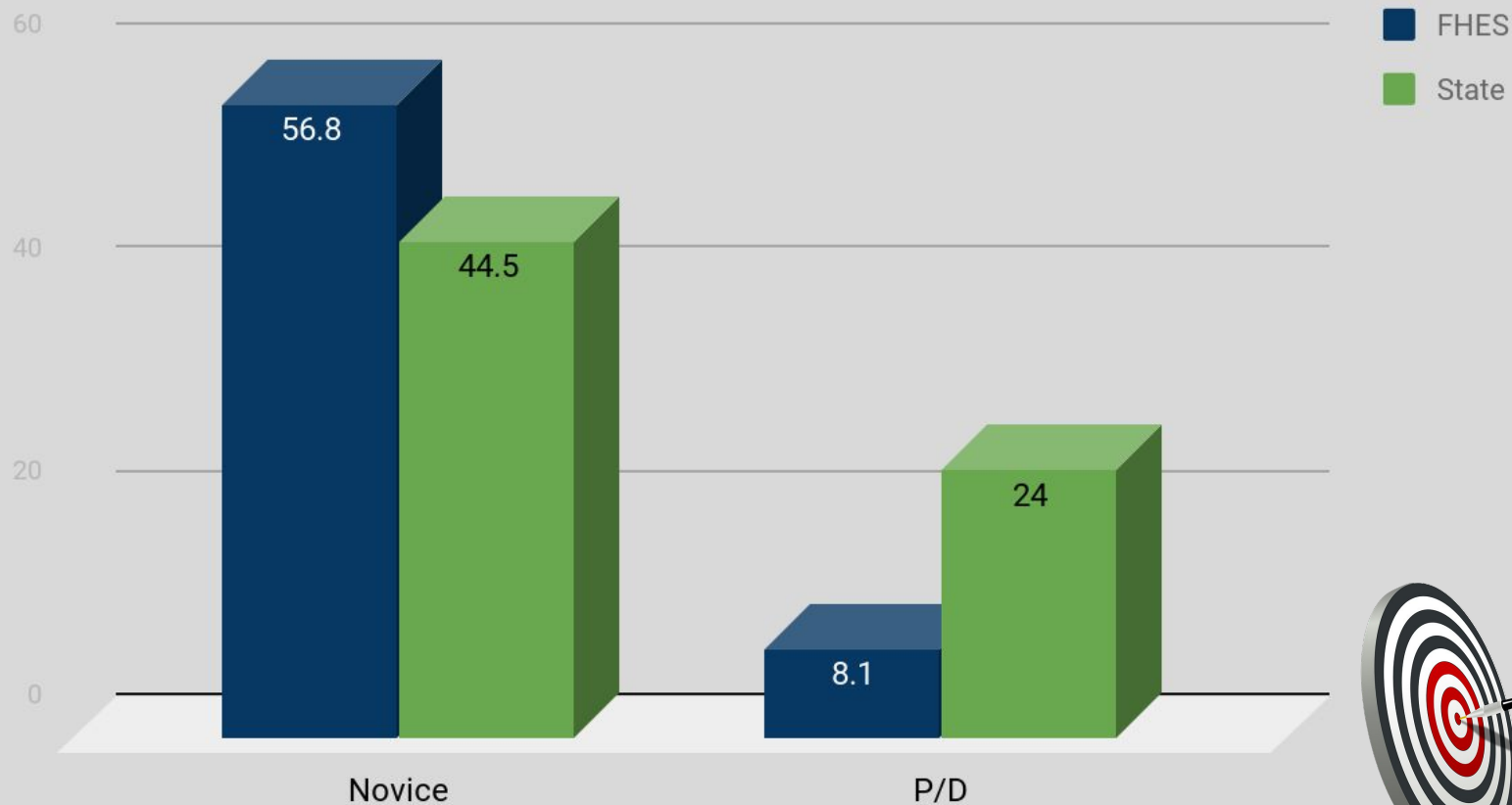


## Novice Reduction- Points

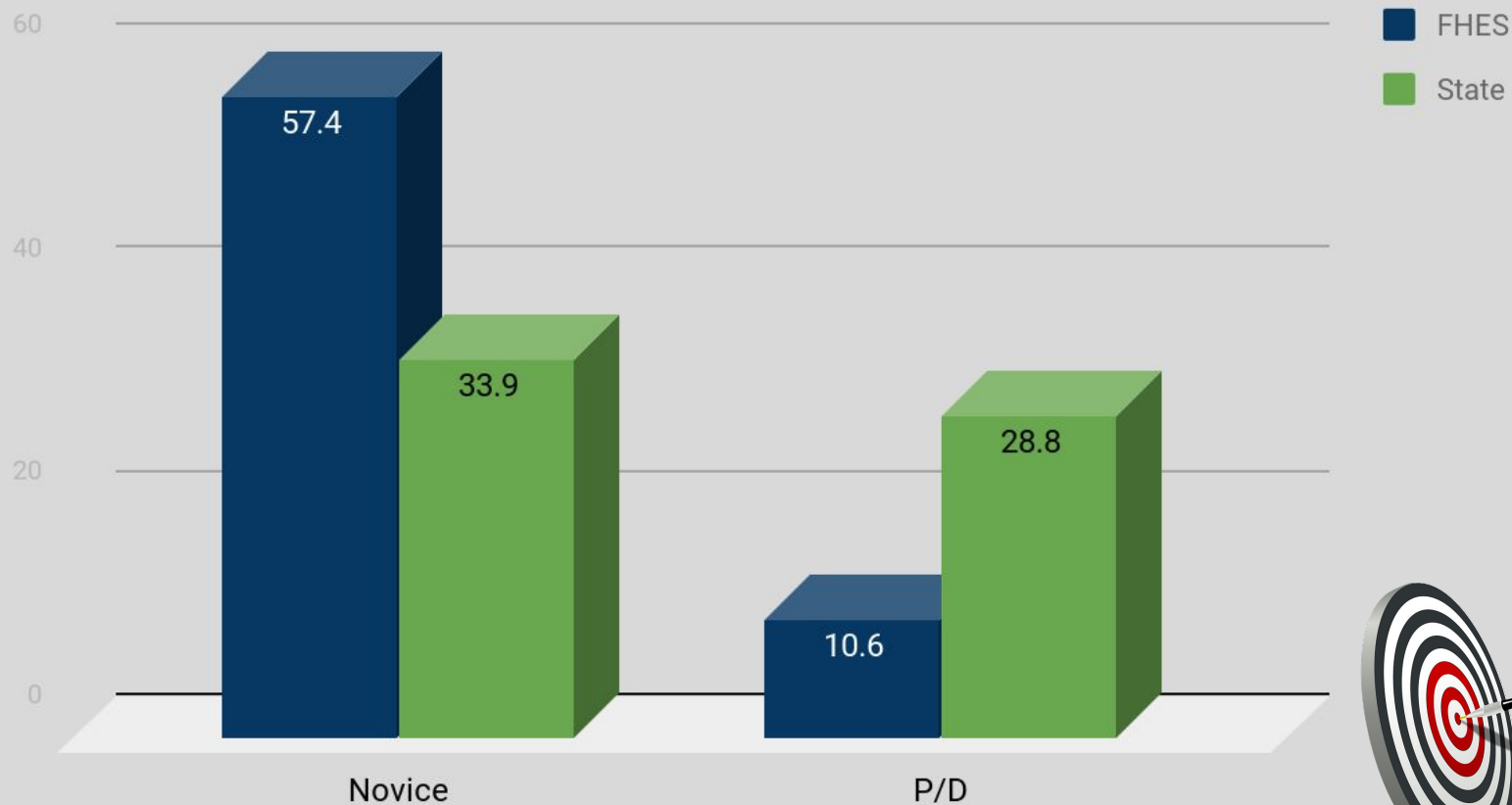


# The Focus Areas

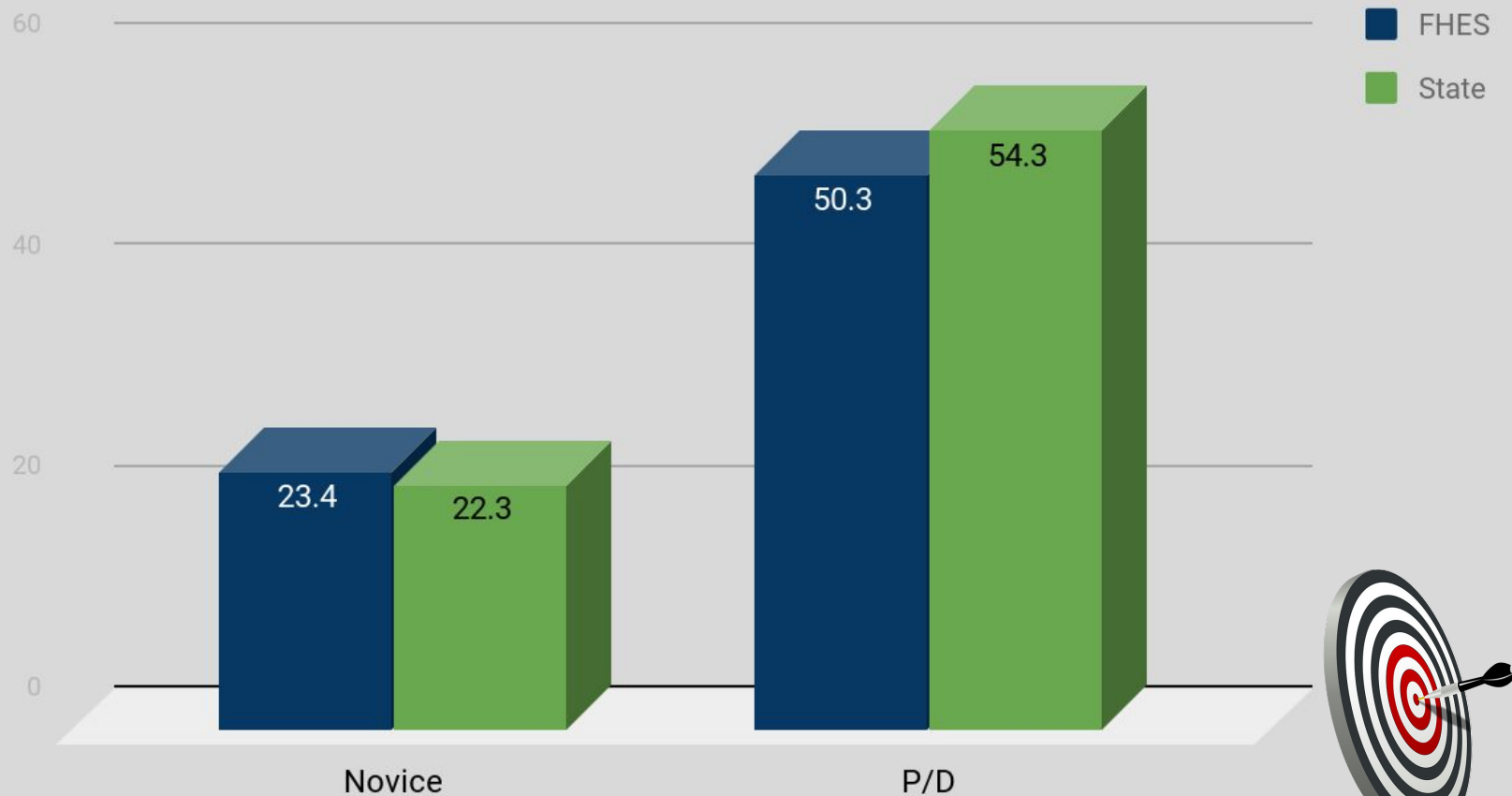
## Special Education- Reading Percentages



## Special Education- Math Percentages

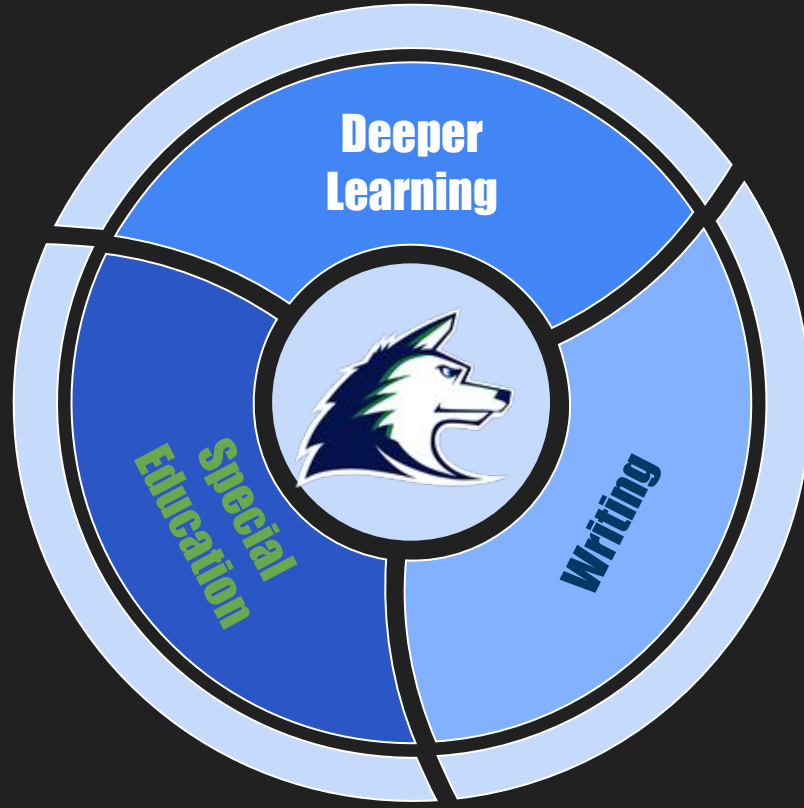


## All Students- Reading Percentages

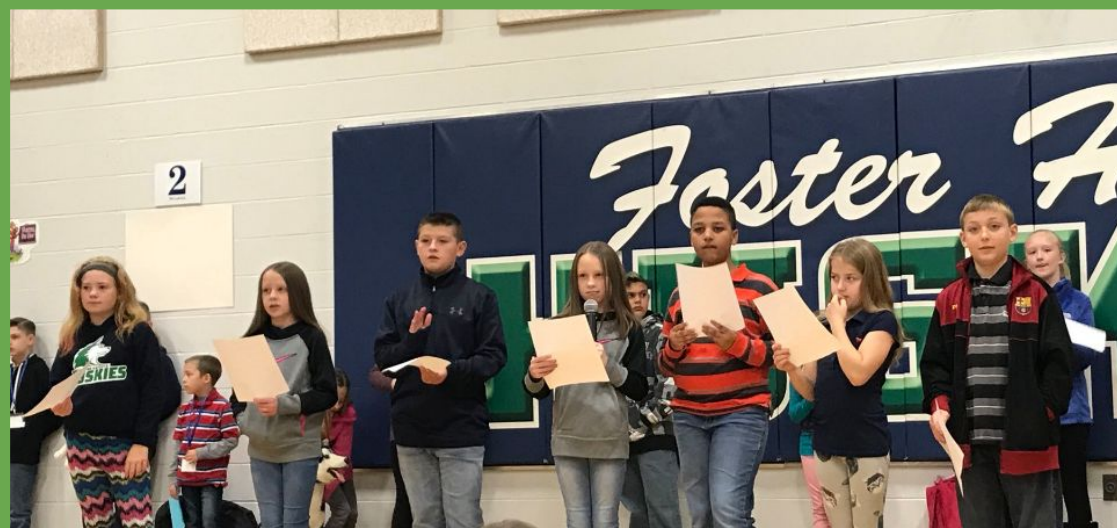


# The Action Steps





**The Now**



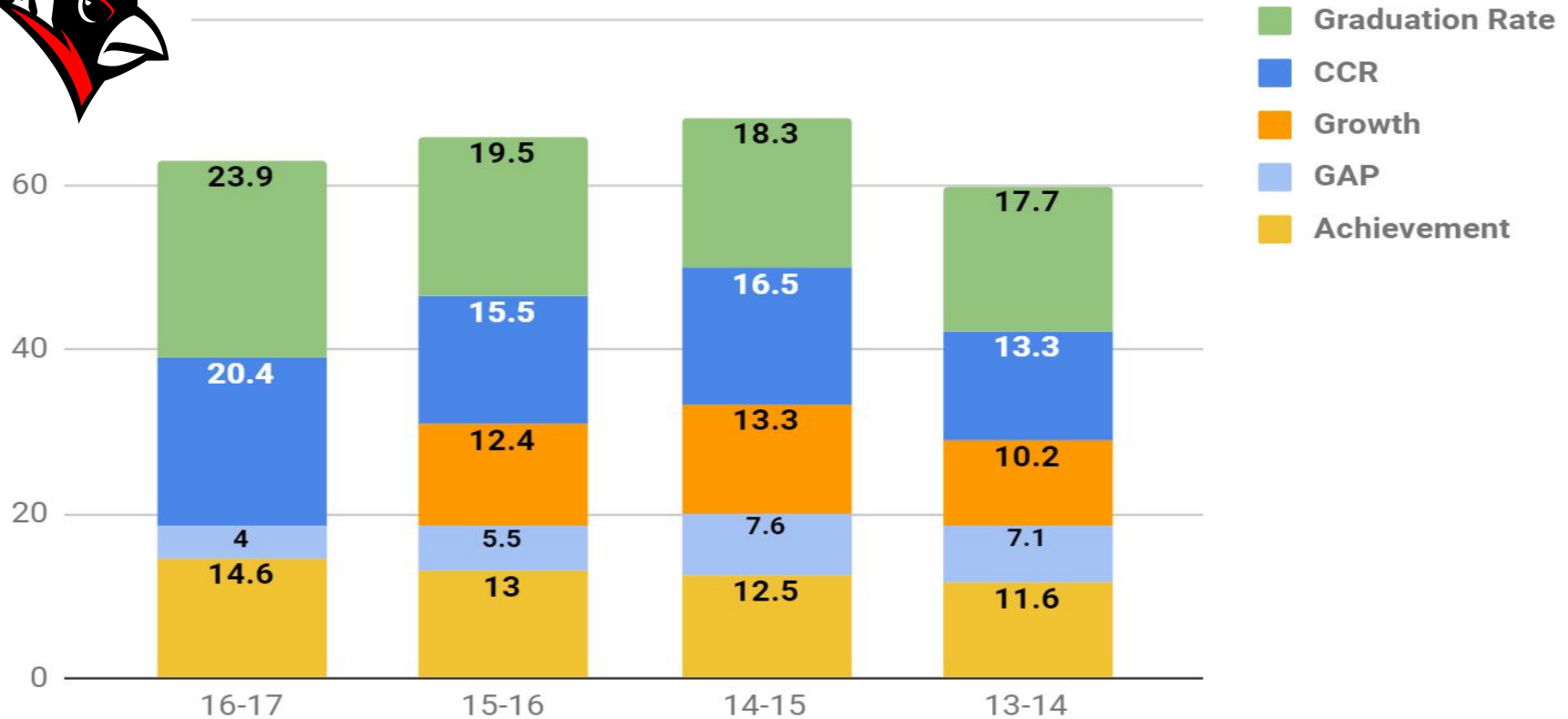


# K-PREP Data Share for Nelson County High

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.



## Nelson County High School--Proficient



Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.

# Nelson County High School



2016-2017

2015-2016

2014-2015

2013-2014

2012-2013

OVERALL

**73.1**  
**Proficient\***

**73.7**  
**Proficient**


**77.8**  
**Distinguished**  
**Progressing**

**69.1**  
**Needs**  
**Improvement**

**55.6**  
**Needs**  
**Improvement**

# Nelson County High School


## Exam Comparisons

	English II EOC	Algebra II EOC	US History EOC	Biology EOC	Writing KPREP
	Percentage of Proficient and Distinguished	Percentage of Proficient and Distinguished	Percentage of Proficient and Distinguished	Percentage of Proficient and Distinguished	Percentage of Proficient and Distinguished
2016-2017	49.7	38.5	51.5	31.5	46.2
2015-2016	58.9	42	51.1	37.7	40.8
2014-2015	62.4	37.4	55.4	46.4	50.5

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.

# Nelson County High School

## Exam Comparisons

	English II EOC	Algebra II EOC	US History EOC	Biology EOC	Writing KPREP
	Percentage of Novice	Percentage of Novice	Percentage of Novice	Percentage of Novice	Percentage of Novice
<b>2016-2017</b>	<b>39.1</b>	<b>20.1</b>	<b>27.8</b>	<b>29.9</b>	<b>22.6</b>
<b>2015-2016</b>	<b>31.3</b>	<b>18.3</b>	<b>24.5</b>	<b>16.3</b>	<b>9.1</b>
<b>2014-2015</b>	<b>28.3</b>	<b>19.3</b>	<b>29.2</b>	<b>16.9</b>	<b>10.6</b>

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.



## CELEBRATIONS

Achievement, CCR And  
Graduation Rate Increased

Number Of P/D In U.S.  
History and Writing Increased



## CONCERNS/FOCUS AREAS

### GAP POPULATION

Free and Reduced Lunch  
SPED Population

**\*\*We have 195 students in our  
non-duplicated gap group. 82 of those  
students scored a novice.**

### WRITING

### NOVICE REDUCTION



# COMMUNICATION

## FROM THE PRINCIPAL'S PEN

OCTOBER 29, 2017

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.



### LOOKING AHEAD...

October 30:

October 31:  
NCEL to visit NCHS (See Halloween Plans below)

November 1:  
PLCs

November 2:  
Mrs. Jury out of building at Novice Reduction Training in  
Shelbyville  
Board Meeting 5 pm

Nelson County High School Faculty and Staff

STREAM STUDENTS ABOUT

Nelson County High School Faculty and Staff

Tanya Jury

No work due soon

VIEW ALL

TOPICS

Beginning of the Year

Evaluation: PGES

From the Principal's Pen

Instructional Practices

PBL

PLCs

PLC 10.18.17

PLC 10.25.17  
Google Slides

Add class comment...

Tanya Jury

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.



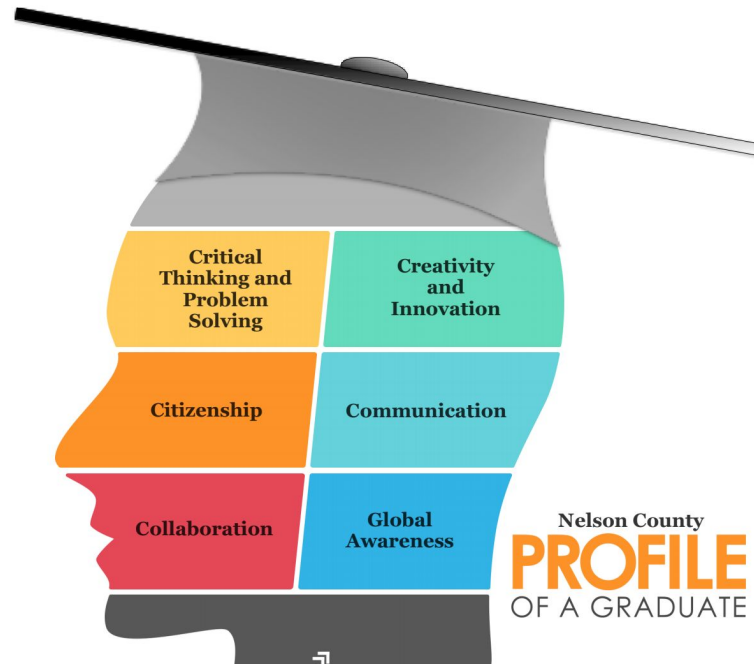
# CONSISTENCY

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.

Be Professional & Prepared...	Be Punctual and Positioned...
<ul style="list-style-type: none"><li>• Dress respectfully</li><li>• Arrive prepared with the supplies necessary to be successful</li></ul>	<ul style="list-style-type: none"><li>• Be on time</li><li>• Be in the right place</li></ul>
Be Productive...	Be Positive...

**Evidence/Examples - Quoted text  
personal experiences that support**

**Analysis - Explains WHY your evidence  
are important and HOW they support**

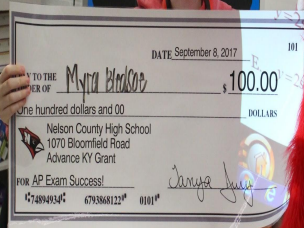


Nelson County  
**PROFILE**  
OF A GRADUATE

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.



# CULTURE



Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.

# MOVING FORWARD



More  
Technology  
being utilized in  
classrooms

ESS Daytime  
Waiver--focus  
on novice  
reduction

School-wide  
focus on  
achievement  
and success!

School-wide  
writing plan  
implementation.

Cardinal  
Coaching

More teachers  
trained in  
Laying the  
Foundations

Our mission at Nelson County High School is to develop productive and responsible citizens who graduate prepared for college and/or a career.





# KPREP Data Share

for

Cox's Creek Elementary  
School

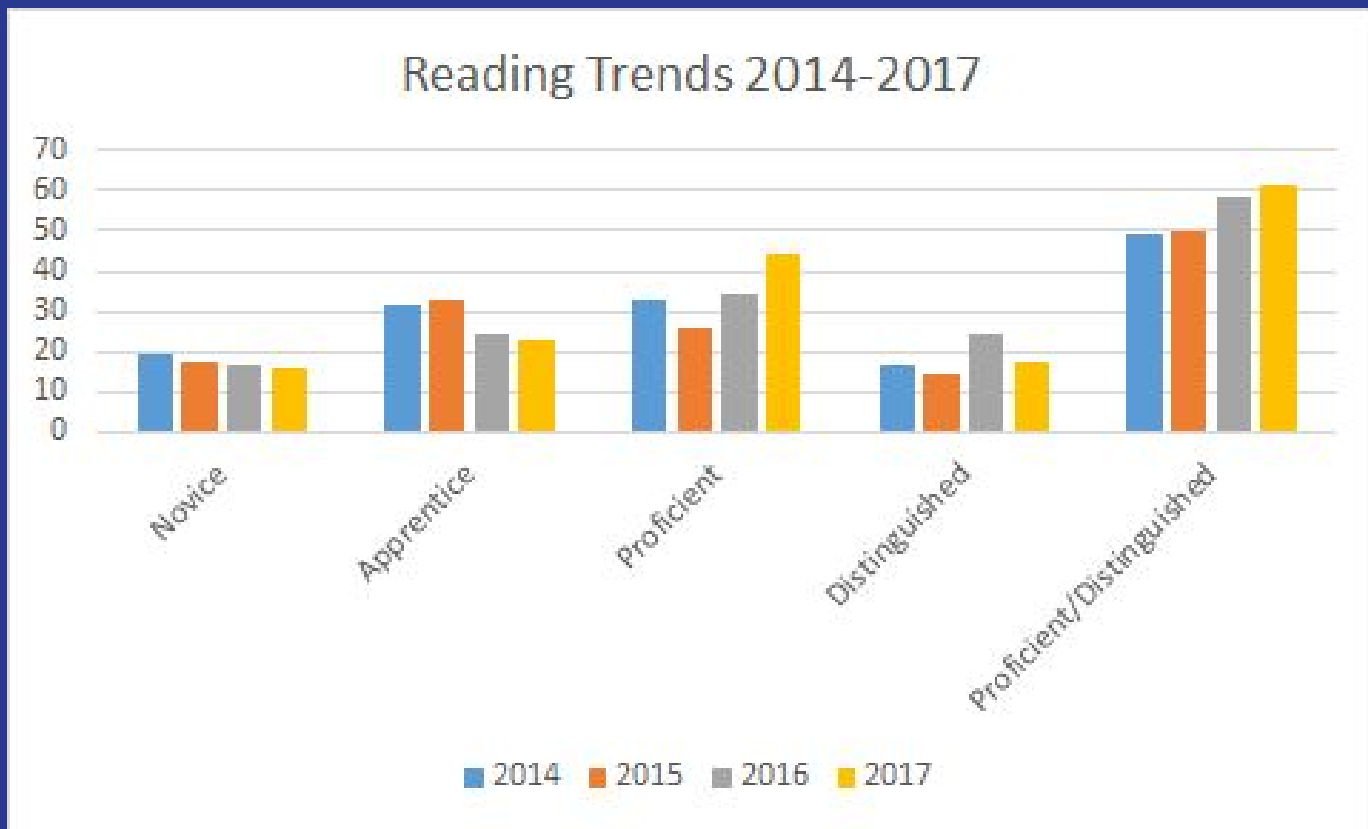
A Proficient School

# 2016-2017 Reading KPREP Data

	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/ Distinguished
<b>Cox's Creek</b>	<b>15.7%</b>	<b>22.9%</b>	<b>44.2%</b>	<b>17.3%</b>	<b>61.4%</b>
<b>District</b>	<b>21.5%</b>	<b>24.0%</b>	<b>39.9%</b>	<b>14.6%</b>	<b>54.5%</b>
<b>State</b>	<b>22.3%</b>	<b>23.4%</b>	<b>37.2%</b>	<b>17.1%</b>	<b>54.3%</b>

In 3rd and 5th grade reading we received bonus points for more Distinguished than Novice.

# 2014-2017 Reading Trend Data



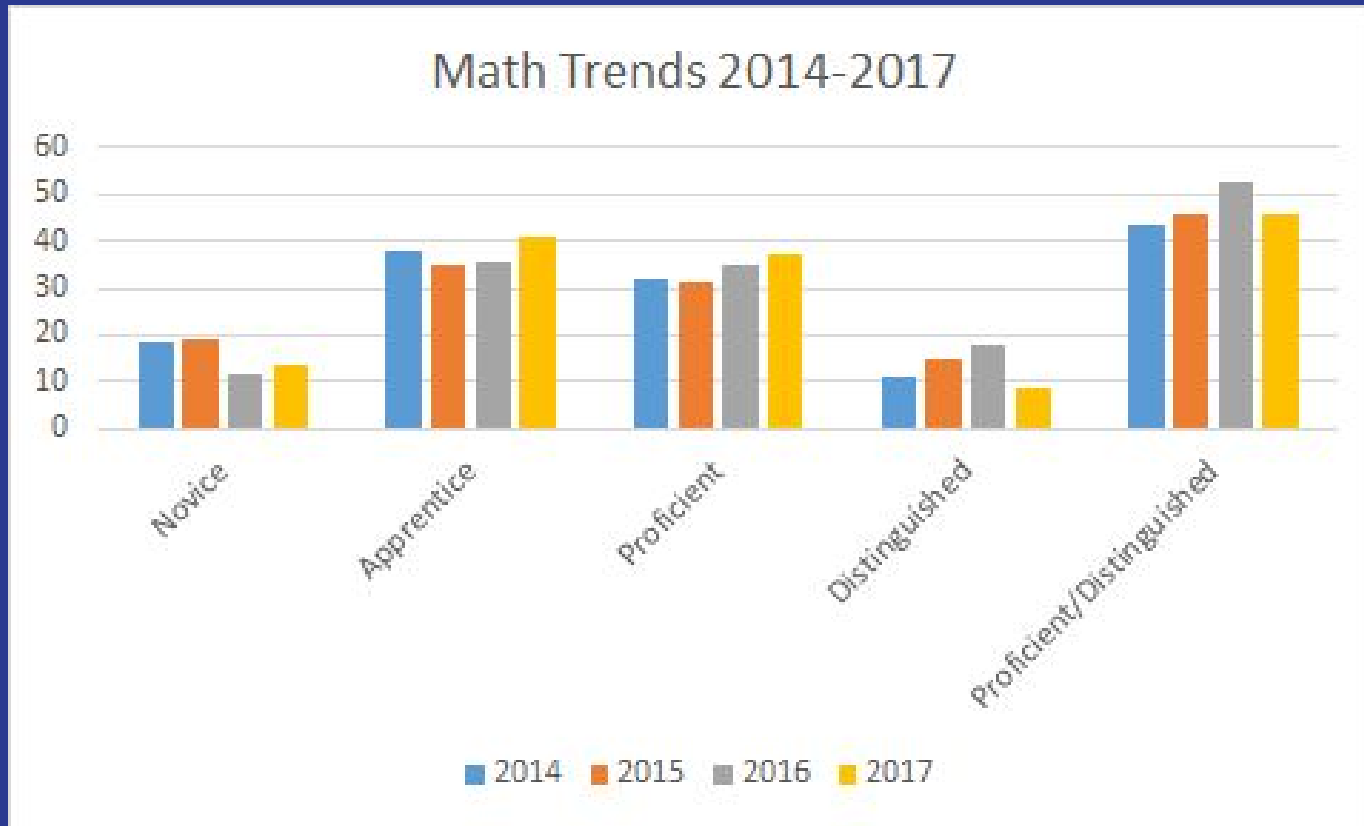


# 2016-2017 Math KPREP Data

	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/ Distinguished
<b>Cox's Creek</b>	13.3%	41.0%	37.3%	8.4%	45.8%
<b>District</b>	14.9%	36.0%	37.9%	11.2%	49.1%
<b>State</b>	16.3%	34.5%	35.8%	13.3%	49.1%

In 3rd grade math we received bonus points for more Distinguished than Novice.

# 2014-2017 Math Trend Data

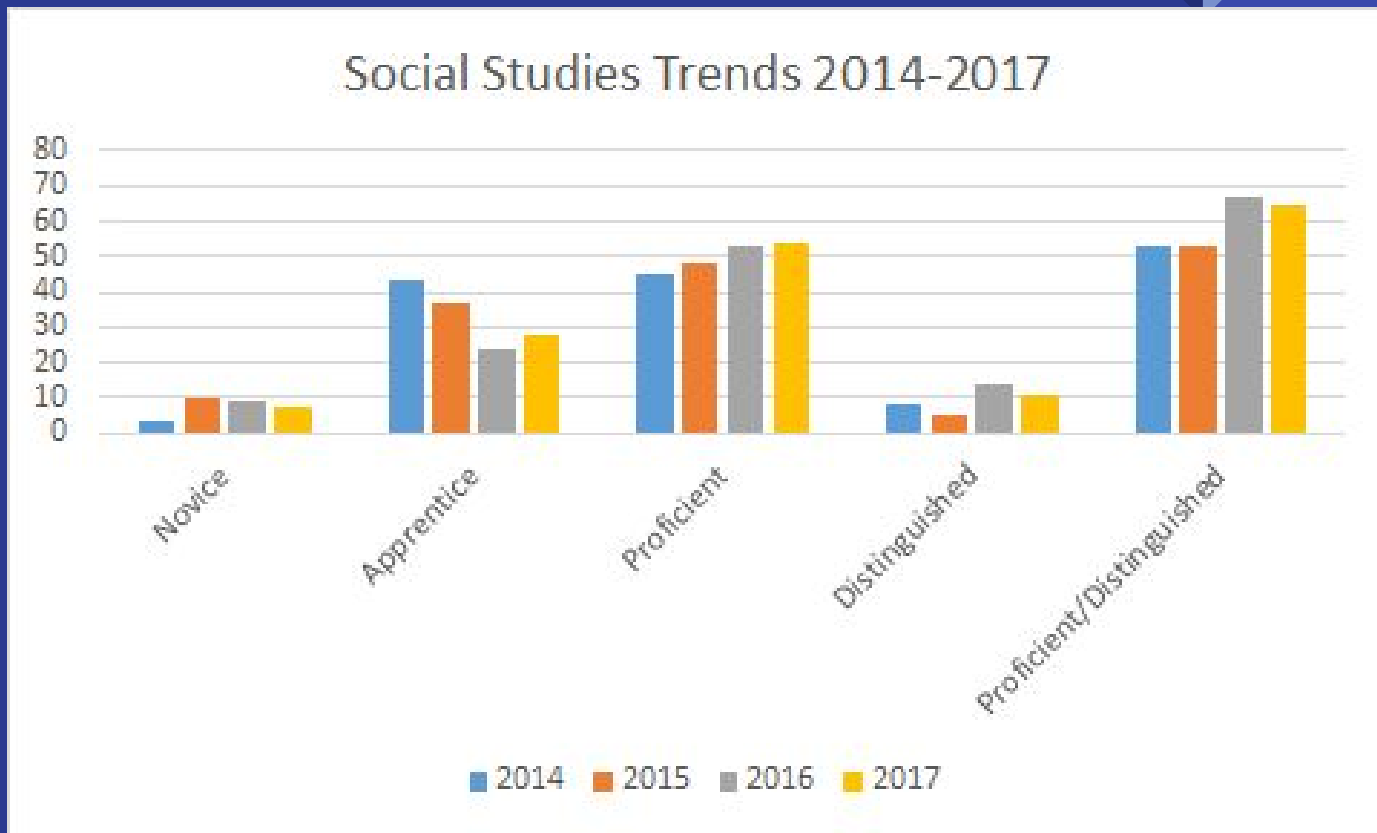


# 2016-2017 Social Studies KPREP Data

	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/ Distinguished
<b>Cox's Creek</b>	7.3%	28.0%	53.7%	11.0%	64.6%
<b>District</b>	9.3%	31.3%	50.5%	8.9%	59.4%
<b>State</b>	10.3%	29.8%	44.9%	15.1%	60.0%

In social studies we received bonus points for more Distinguished than Novice.

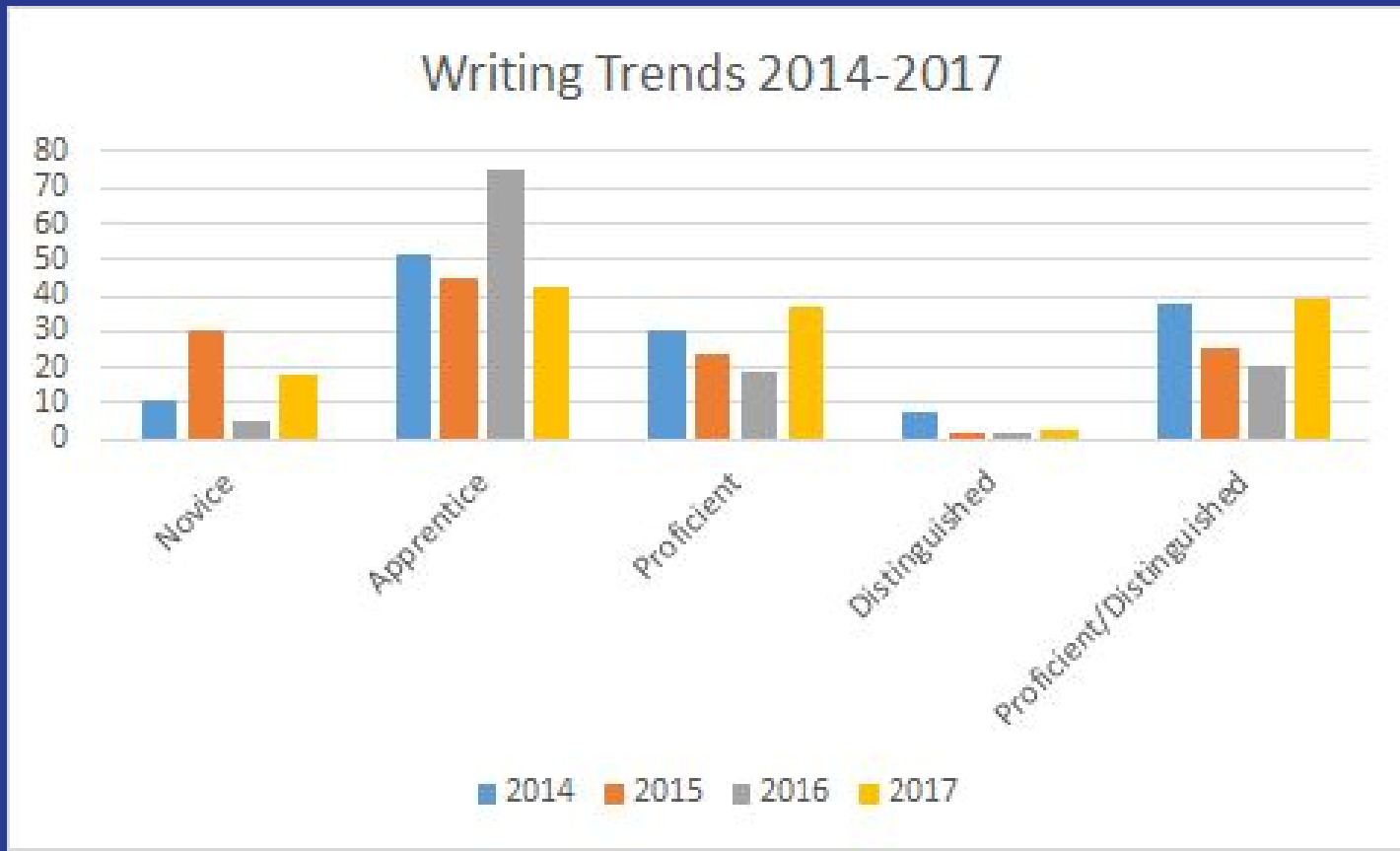
# 2014-2017 Social Studies Trend Data



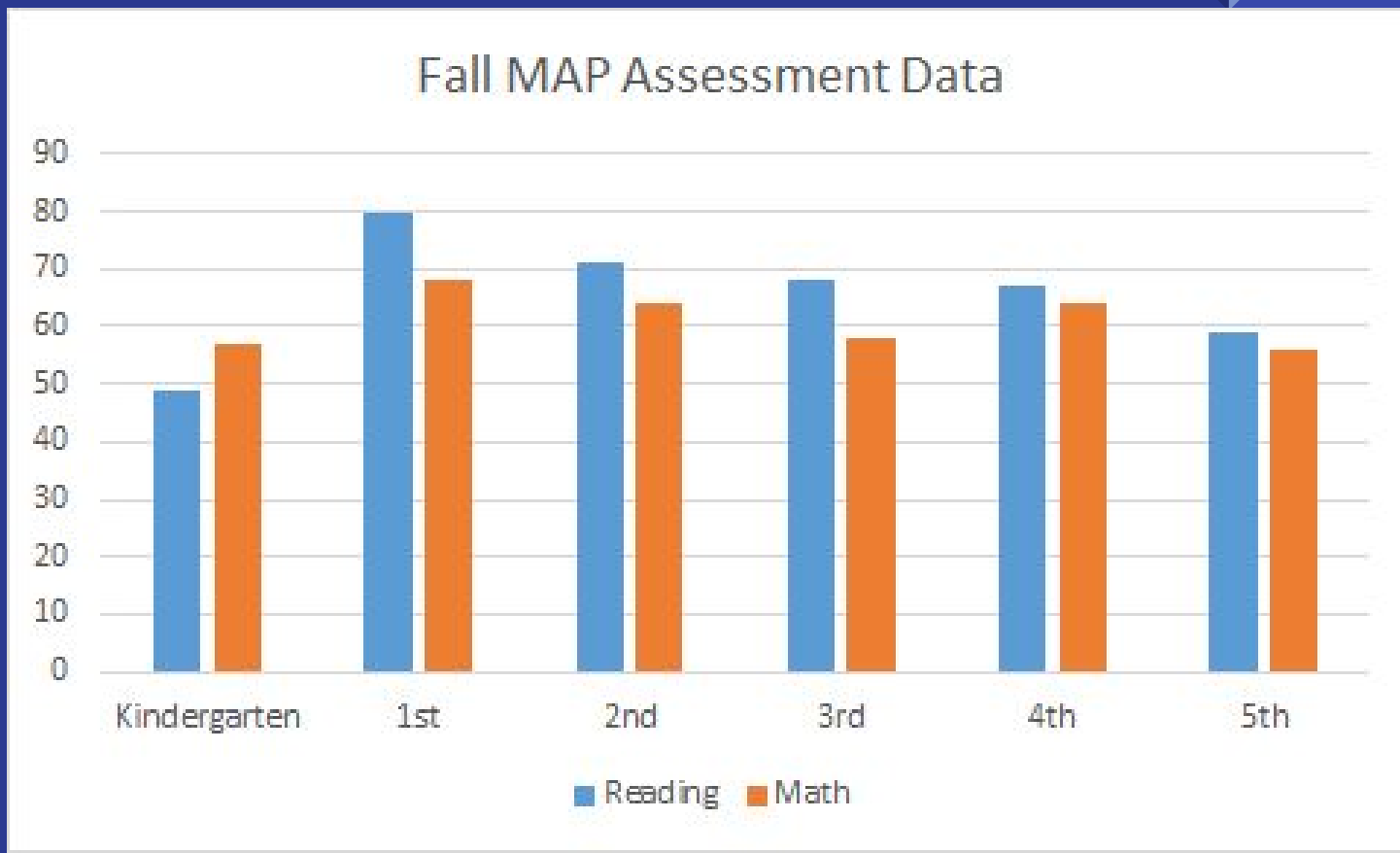
# 2016-2017 Writing KPREP Data

	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/ Distinguished
<b>Cox's Creek</b>	18.3%	42.7%	36.6%	2.4%	39.0%
<b>District</b>	15.7%	40.3%	41.2%	2.9%	44.1%
<b>State</b>	19.2%	34.9%	40.8%	5.1%	45.9%

# 2014-2017 Writing Trend Data



# Fall MAP Assessment Data



# Celebrations

- Cox's Creek Elementary demonstrates steady growth in the areas of reading and social studies.
- Novice Reduction Plan- Identifying students and providing focused interventions.
- Identifying GAP students and making intentional positive contacts.
- Purposeful groups of students for Intervention/Enrichment using MAP data.
- Data dashboards created and utilized to identify trends and predict KPREP performance.



# Areas for Growth

- Math
  - Go Math Implementation
  - Eliminated Departmentalized Instruction
- Writing:
  - Implementation of scaffolded, universal on-demand writing protocol
  - Established expectations for writing
  - Live scoring
- Tier 1 Instruction:
  - High number of apprentice students
  - Rigorous instruction
- KASC Data Disaggregation November 8th

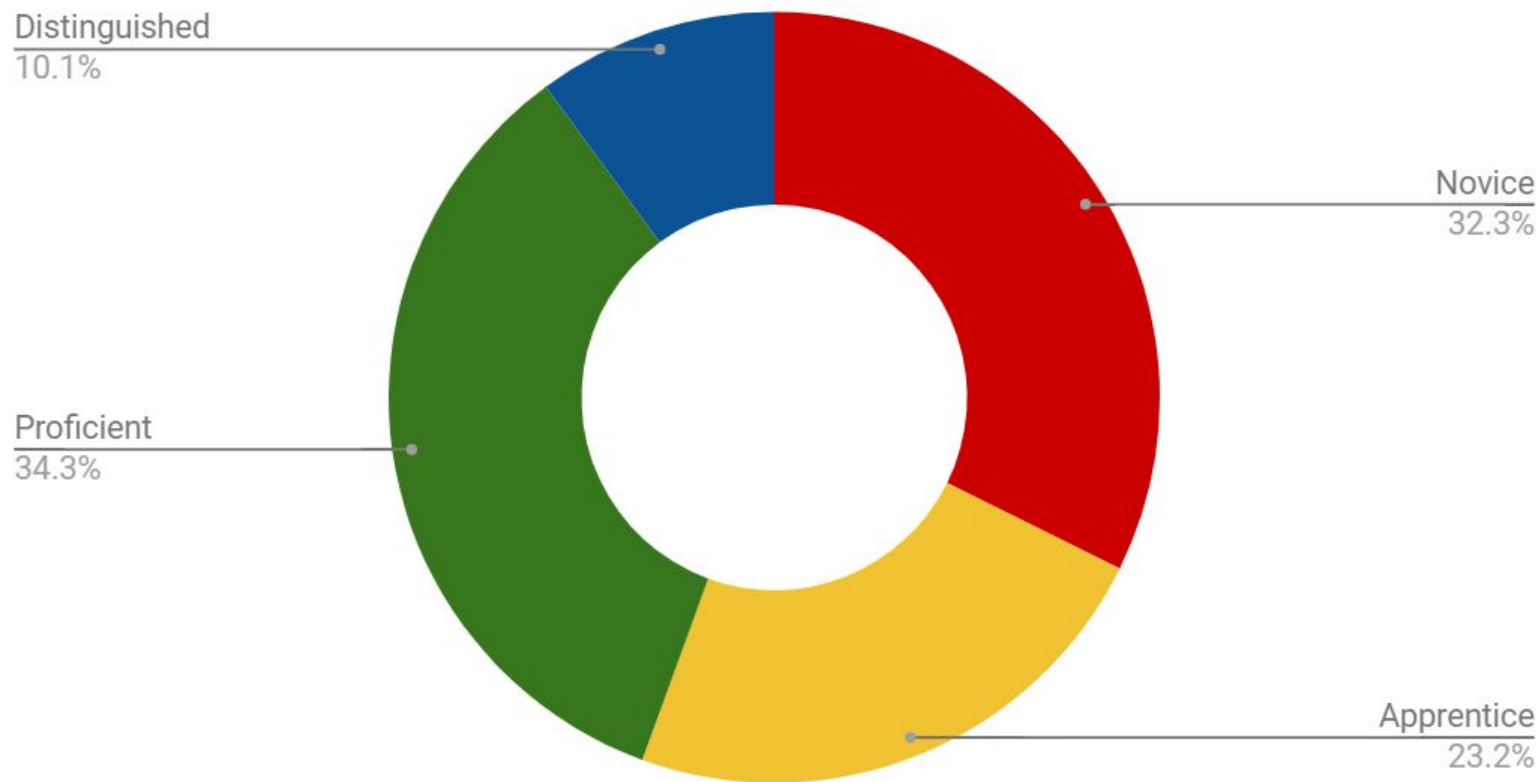


**KHMS**

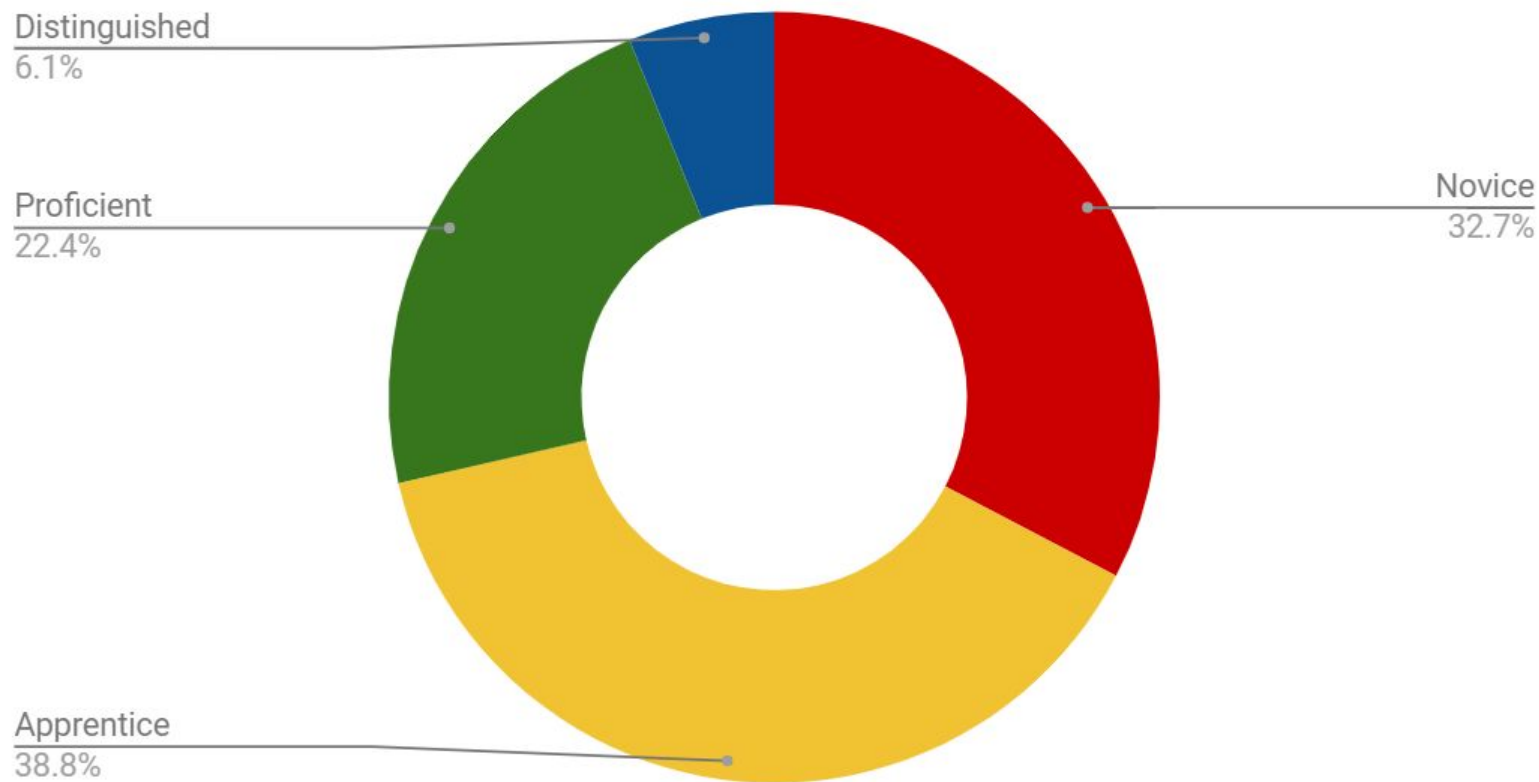
**WHERE**  
**WILDCATS**

**LEAD**

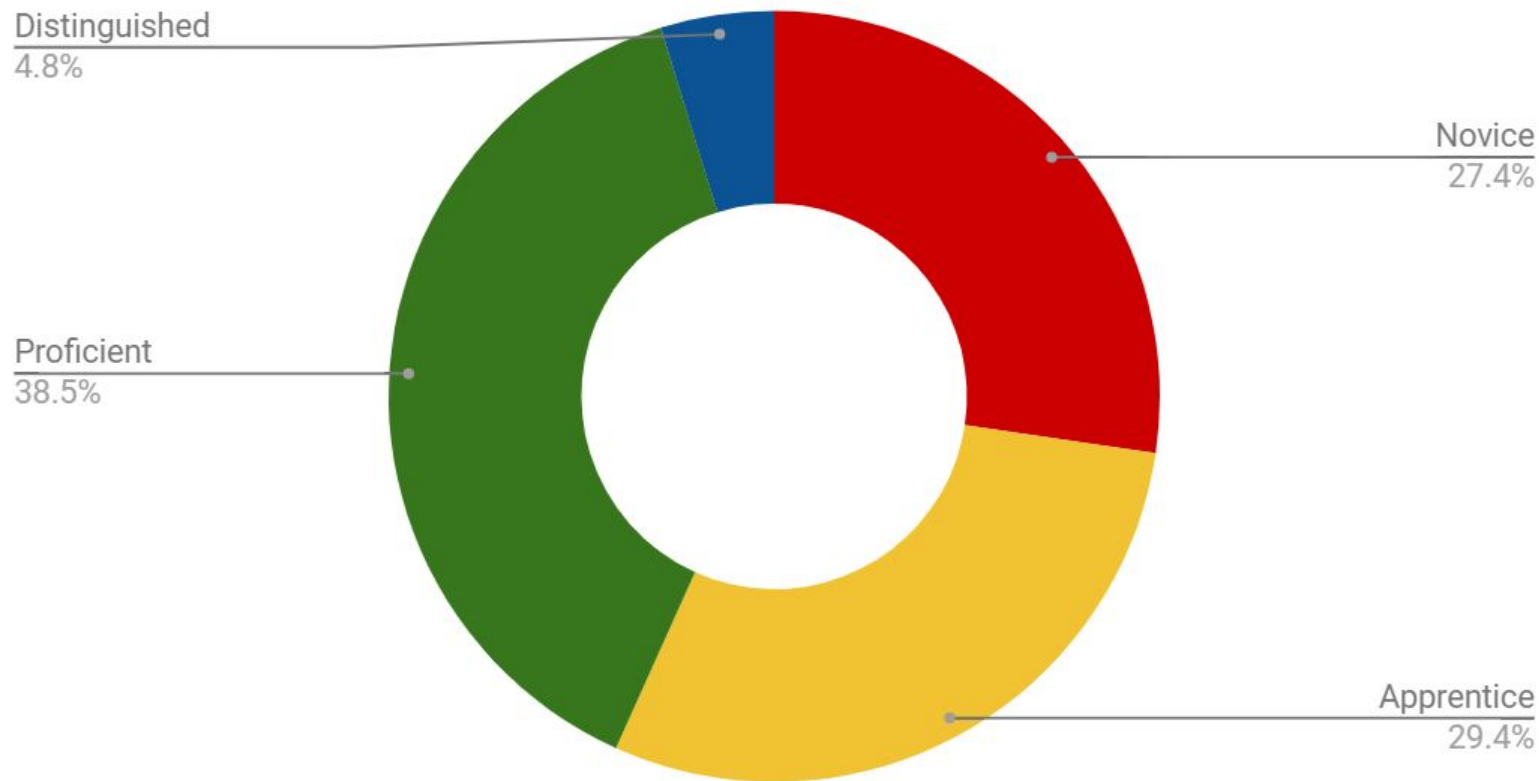
# Reading Spring 2017



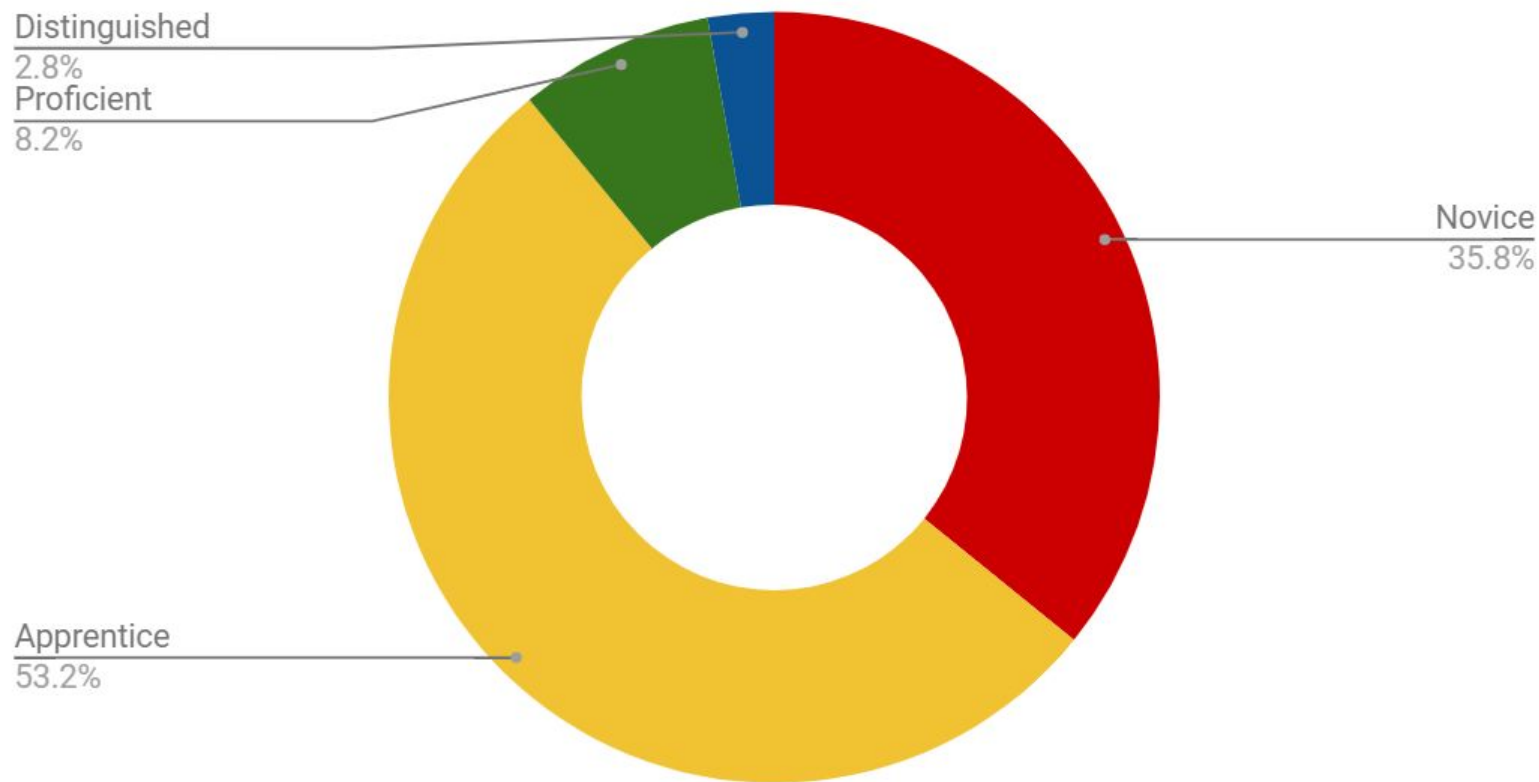
# Math Spring 2017



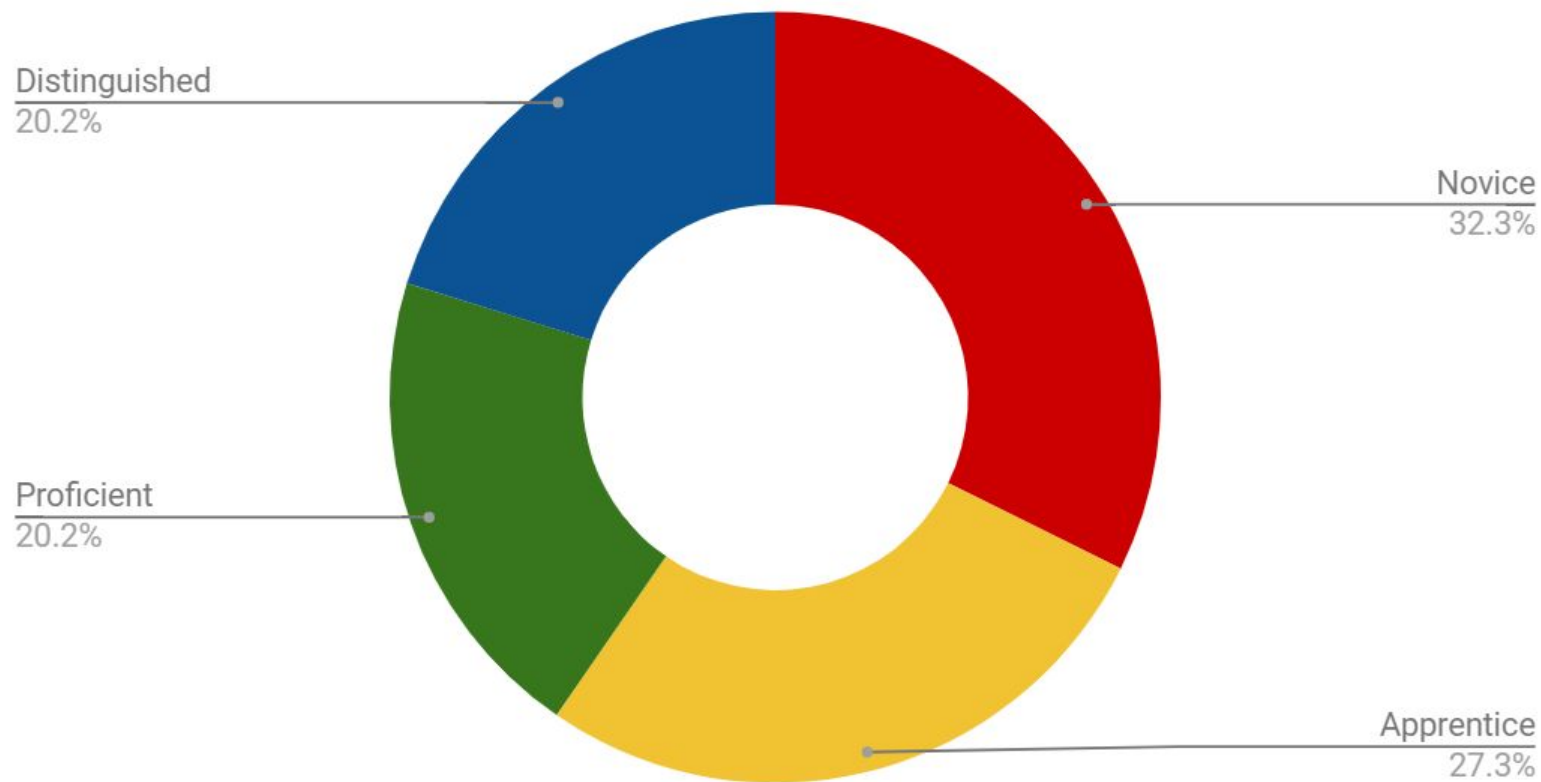
# Social Studies Spring 2017



# Writing Spring 2017



# Language Mechanics Spring 2017





A high-angle photograph of a rugged coastline. A dark, steep cliff dominates the left side of the frame. The ocean is a deep blue, with white foam from breaking waves visible along the base of the cliff and around several rocky outcrops in the water. The sky is a pale, clear blue.

**PUT THE BIG  
ROCKS FIRST**



# **Culture Instruction Professional Collaboration**



# CULTURE

## of LEADing and LEARNing

- Intentional 7 Habits Structures during high volume times of the day
- Intentional Teach Like a Champion Techniques in all classes for unified message and common language
- One to One Begin with the End in Mind Achievement Coaching

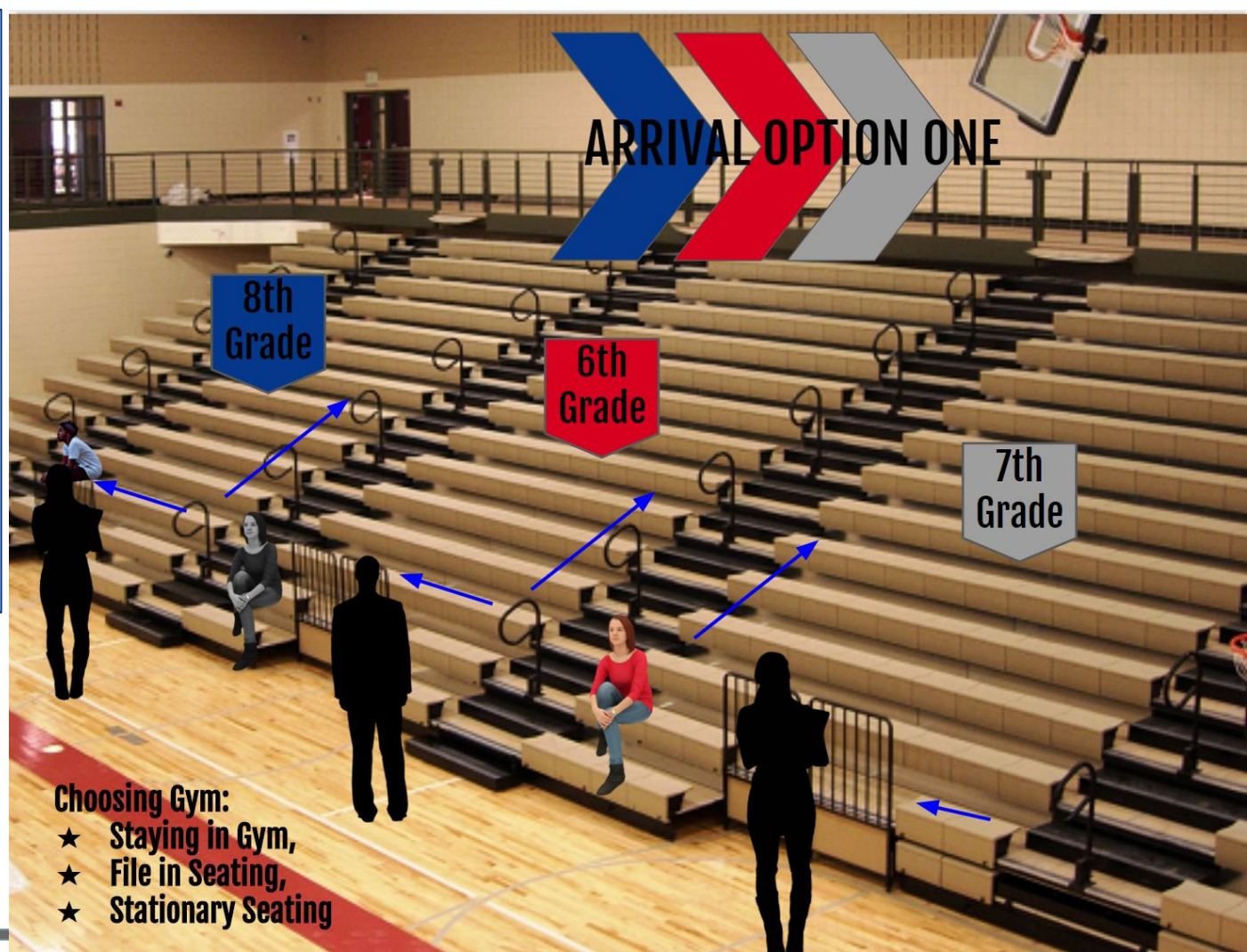


BOOK

2017-2018  
**WILDCATS**  
**LEAD**



**A LEADER  
IN ME  
SCHOOL**





BOOK

2017-2018  
**WILDCATS**  
**LEAD**



**A LEADER  
IN ME  
SCHOOL**



**Cafe Clears of Classes By Grade Level and Have a Supervised Restroom Break as a Class Before Returning to Classroom.**

BOOK

2017-2018  
**WILDCATS**  
**LEAD**



**A LEADER**  
**IN ME**  
**SCHOOL**

**ALWAYS WAIT IN LINE IN DESIGNATED AREA, ALWAYS ENTER AS A CLASS**





# A LEADER IN MESCHOOL



**The Kentucky Standard**

Like This Page · October 31 ·

Old Kentucky Home Middle School kicked off its first sessions of achievement coaching this week, working with eighth graders on Monday and seventh graders today. The sessions allow students to meet one-on-one with teachers and admins to discuss their academic and career goals and how to reach them. Principal Robin Handloser said the sessions are among different ways OKH staff is working this school year to build relationships with students.

Like Comment Share



7

1 Share



Write a comment...



# Instruction

## Interactive Learning

- Analysis of student work in LEARN Strong PLCs
  - Interactive Learning Strategies
  - Writing to Demonstrate Learning
- Teacher Observation and Reflection Tool – LEAD Strong Synergy tri-weekly
- Instructional Coach working with new teachers

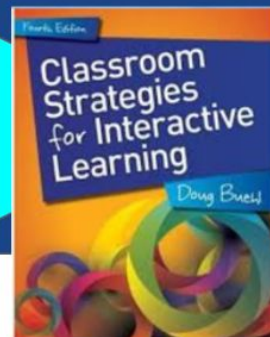
# LEARN STRONG PLC

LEAD Learner  
Calendar

Friday, November 2nd

Bring:

1. Buehl Book
2. 25ish Student Papers
3. Chromebook



1. **LOG ONTO CHROMEBOOK AND TAKE LINK ON LEAD LEARNER CALENDAR OR TYPE IN OKH LEARN STRONG PLC IN THE SEARCH BAR.**
2. **GO TO YOUR SLIDE AND TYPE IN THE NAME OF YOUR STRATEGY AND PAGE NUMBER.**

1. Very briefly tell the title of the strategy and describe the setup that was necessary - 2 min.
2. Distribute student work samples - 15 seconds
3. Analyze and Record Student's Strengths and Obstacles based on the samples you have -5 min.
4. One brief popcorn feedback share out to LEAD Learner (LL must be silent)-2 min.
5. My "AHA"s about this strategy - 2 min.

30 - 40  
min



## Strengths

Strengths	Obstacles
Build interest and engagement in topics	Some students didn't use questioning all the way through
My- I can use it to lead productive research for my	<b>Several students had some VERY good After thoughts that could easily lead into a visit and discussion with a police investigation unit.</b> I just wonder what will happen if we aren't able to get to those questions and find them answers. I would hate for them to stop asking the GREAT questions because we can't answer them.
Great way to see progressing of knowledge and comprehension	<b>Conclusions (bottom box) are very literal...doesn't seem to be much analysis and reflection. *</b>
Great way to increase awareness of the material while it's being read -helps categorization. Point in case: they "after questions" are truly to the point and well-thought out.	Several students did not complete the last box-what do you understand now that you did not understand before? Is it possible that they simply already knew a lot about FS due to tv shows - or is this level of evaluation and generalization a struggle for them.
Some deep thoughts and questions were uncovered as well as some "interesting" ones	
Danielle Phillips is a proficient reader? Is it possible as a next step to make a list of some of the responses on proficient work and using it as a model to intentionally teach student who have obstacles.	The "what do you understand now" section shows a relatively poor ability to summarize what they learned at a high level.
Students are seemingly "understanding" the concept of having a conversation with the author - the essence of visualizing what they read starts here.. :-)	
Seems like a great way to sincerely raise curiosity.	
Helps to process about what the article answered and what it did not answer -	
Bottom - My first period gets the short end of the stick because they are my "lab rats". Change the language in the bottom box to elicit their learning. They did a good job. High interest article.	

## Obstacles

## AHA's

# Professional Collaboration

## Data Driven Synergy

- LEARN Strong Content PLCs – collaborative analysis of student work
- LEAD Strong Synergy between Teachers and Instructional Leaders
- END Strong Synergy – collaborative Action Teams to drive CSIP

# COACHING CARDS

## WHERE WILDCATS LEAD

Thank You for Your Continued  
Determination and LEADership!



### KHMS

**STRONG**

IS WHAT  
YOU  
HAVE  
LEFT  
WHEN  
YOU USE  
UP ALL  
OF YOUR  
**WEAK!**



## SYNERGY SESSION

**Vd 2**

**SEPTEMBER 2017**

HOW ARE YOU CURRENTLY LEADING STRONG  
WITH CULTURE IN YOUR CLASSROOM? HOW  
WILL YOU DEVELOP YOUR AREA OF FOCUS  
IN THE NEXT THREE WEEKS?

**Environment  
& Support**

**Instruction**

HOW ARE YOU CURRENTLY LEADING STRONG  
WITH INSTRUCTION IN YOUR CLASSROOM?  
HOW WILL YOU DEVELOP YOUR AREA OF  
FOCUS IN THE NEXT THREE WEEKS?

HOW ARE YOU EMBEDDING READING TO  
INSPIRE LEARNING IN OUR STUDENTS?

**Standards &  
Curriculum  
Support**

**Continuous  
Improvement**

AS YOU REFLECTED ON YOUR CURRENT  
PRACTICE, IN WHICH AREAS DID YOU FEEL  
THE STRONGEST? IN WHICH AREA(S) DO  
YOU WANT TO GROW THE MOST? WHAT  
ARE YOUR NEXT STEPS?

## PUTTING THE PIECES TOGETHER

**Improved School Culture**

**Improved Tier 1 Instruction**

**+ Improved Professional Collaboration**

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**Novice Reduction**

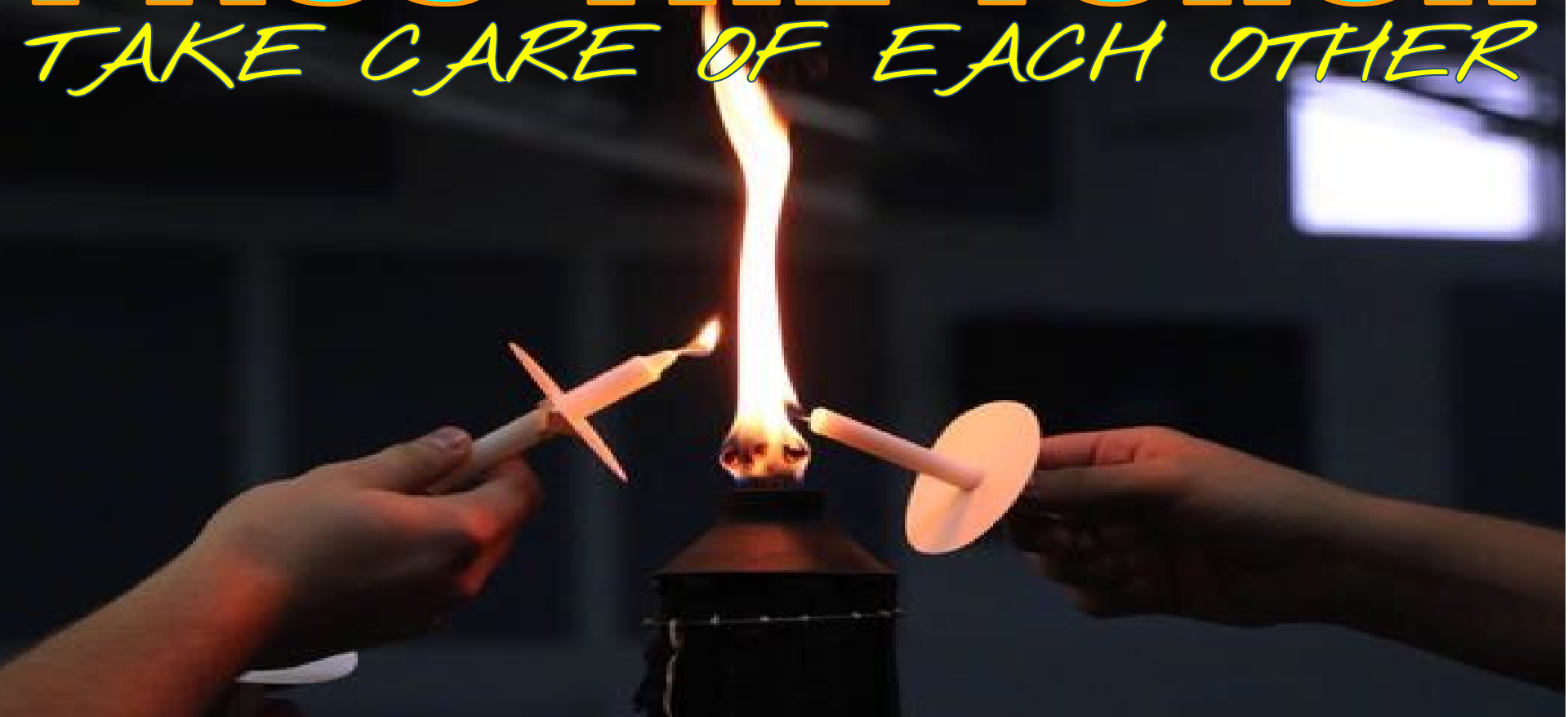


# CREATING TOGETHER



# PASS THE TORCH

*TAKE CARE OF EACH OTHER*







**PROCESS**

**PRODUCT**



**"If your goals are ambitious enough, even failure will be a good achievement."**

**Lazlo Block – Google HR**



**ASSESSMENT &  
LEARNING**



**MOOSE**

**ONGOING COLLABORATION  
CYCLES**



**TCoy  
WLA**

**CREATING  
TOGETHER**

**EMBEDDED  
PROFESSIONAL  
LEARNING**



**MAGNUM**

**COMMON  
READING,  
WRITING,  
THINKING,  
SPEAKING**

**FLYCLOSER  
LEARNING ORBITS**

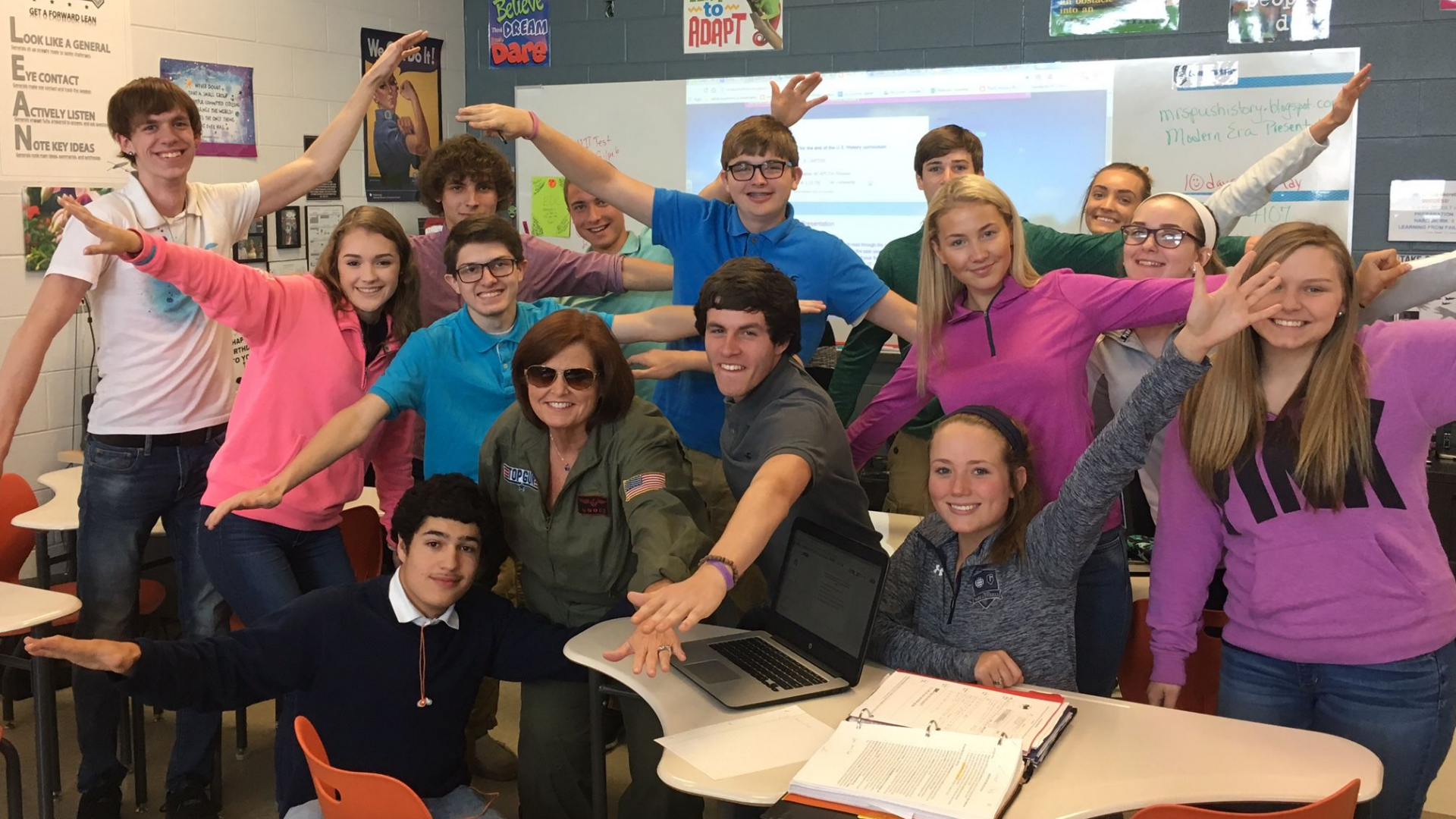
**DATA  
REFLECTION**



**ICARUS**

**CULTURE  
IS KING**

**TEAM  
SMART Goals  
& ACTION  
PLANS**





**90+**

**81**



# 2017 K-PREP, CCR, & GRADUATION RATE RESULTS

ACHIEVEMENT	GAP	GROWTH	CCR	GRADUATION RATE	PROGRAM REVIEW
<b>71</b>	<b>47%</b>		<b>97%</b>	<b>99%</b>	<b>NA</b>
<b>English II EOC – 69</b> <b>Algebra II EOC – 55</b> Biology EOC – 77 U.S. History EOC – 79 OD Writing – 80	% of NDG students scoring P/D <b>English II EOC – 46</b> <b>Algebra II EOC – 26.8</b> Biology EOC – 45.6 U.S. History EOC – 61.7 OD Writing – 62	NOT CALCULATED FOR 2017	% of TNHS students meeting College Benchmarks on ACT, Compass, KYOTE and/or Career Readiness course completer with passing KOSSA, Workkeys, ASVAB.	% of TNHS students graduating in four years.	

# 2016 K-PREP, CCR, & GRADUATION RATE RESULTS

ACHIEVEMENT	GAP	GROWTH	CCR	GRADUATION RATE	PROGRAM REVIEW
<b>80</b>	<b>53%</b>	<b>60%</b>	<b>96%</b>	<b>97%</b>	<b>100% (23.0)</b>
English II EOC – 82 Algebra II EOC – 70 Biology EOC – 80 U.S. History EOC – 81 OD Writing – 90 (.16) Lang/Mech – 94 (.4) Total Pts =	All GAP P/D on EOC Exams English II EOC – 66 Algebra II EOC – 40.6 Biology EOC – 47.4 U.S. History EOC – 65 OD Writing – 61	% of TNHS students making typical or higher growth in Math and Reading from one state test to next – PLAN to ACT. Reading – .628 Math – .584	% of TNHS students meeting College Benchmarks on ACT, Compass, KYOTE and/or Career Readiness course completer with passing KOSSA, Workkeys, ASVAB. 95%	% of TNHS students graduating in four years.	

DAILY LEARNING TARGETS  
THAT ASSESS MOST IMPORTANT

**MOOSE**  
LEARNING FROM CONTINUOUS  
ASSESSMENT CYCLES

ONGOING COLLABORATION  
CYCLES

#1. ALIGNING SGGs TO  
PLC TEAM GOALS

#3. FLYCLOSER TEAMS  
TOGETHER WE ARE  
BRILLIANT

**TCOY  
WLA**  
ADAPTING SYSTEMS TO WORK  
SMARTER EVERYDAY

EMBEDDED  
PROFESSIONAL  
LEARNING

THIS IS YOU

DATA  
REFLECTION

**MAGNUM**  
COMMON READING, WRITING  
THINKING, SPEAKING

#2. ESSENTIAL QUESTIONS THAT  
DRIVE READING & WRITING TASKS

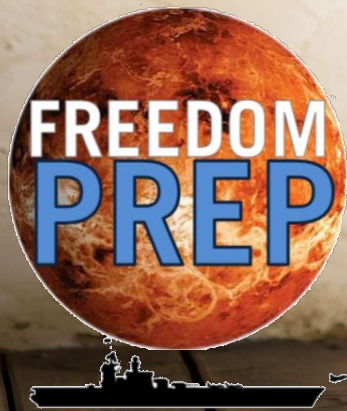
TEAM  
SMART Goals  
& ACTION  
PLANS

4. EVERY MINUTE  
COUNTS - 7 out of 7

**ICARUS**  
WILDLY CELEBRATING  
SUCCESS & HIGH  
EXPECTATIONS FOR ALL

**TIME + SPACE OPPORTUNITY TO**

**FLY**





# SPRING 2017 - FREEDOM PREP

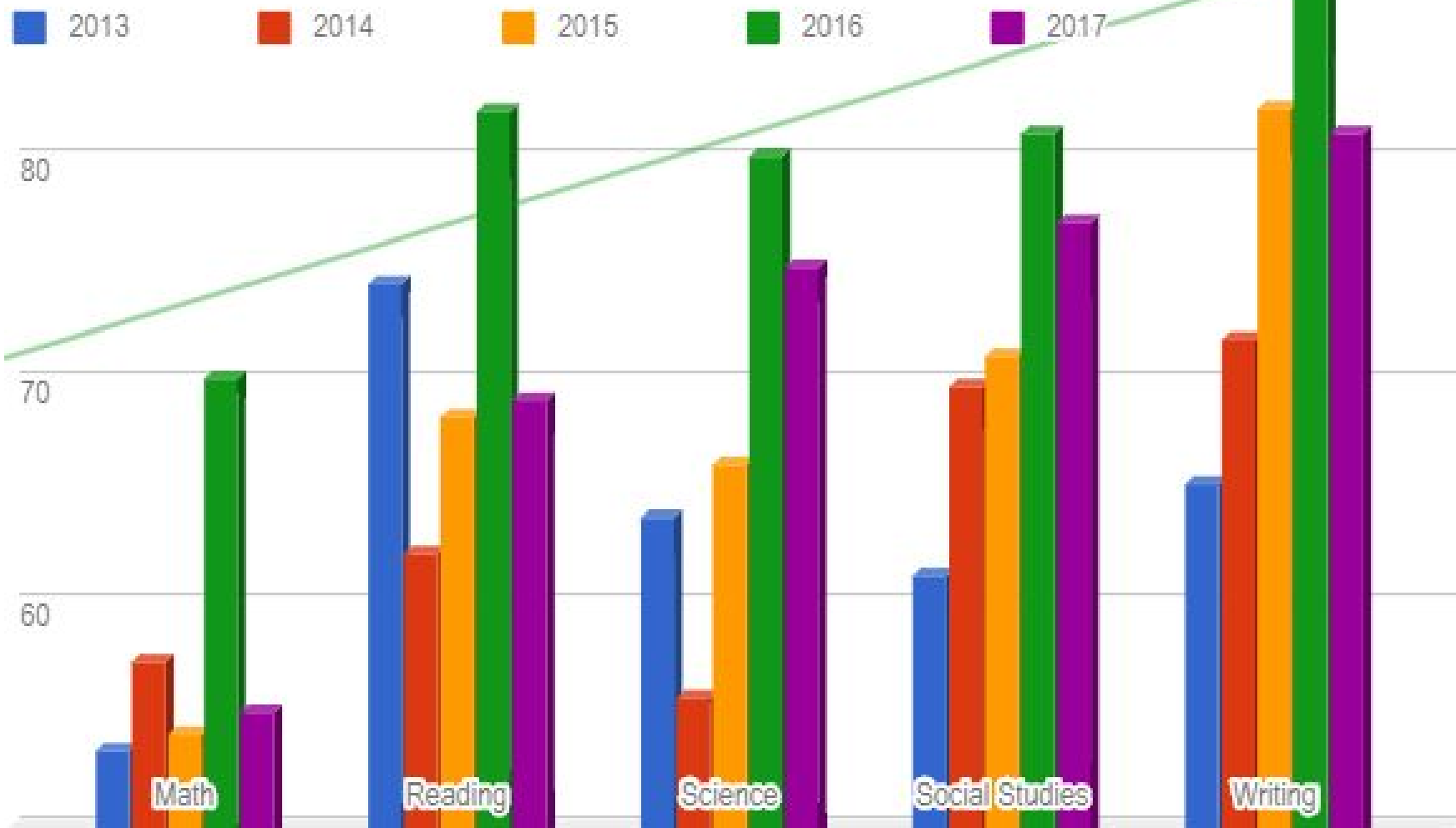
Grade	SCHOOL GOALS	FP 2 LEADERS	FP 2 Priority	FP 2.1 LEADERS	FP 2.1 Priority	Extension
9th 176 9	100% Graduation Rate 100 NAPD Writing	Wes & Mark(2) Lang (2) Art (2) History (2)	1. Reading/Writing 2. Operation Zero (1) 3. French & Spanish National Exam	Wes & Mark(2) Lang (2) Art (2) Science (2)	1. Reading/Writing 2. Operation Zero 3. AP Environmental	French National (1) Spanish National (1) Arts Genius Hour (2)
10th 158 7	100 NAPD Reading 10% Reading Novice 100 NAPD Biology	ENG (4) SCI (2) AD (1)	1. Biology (N/A) (2) 2. EOC Reading (4)	ENG (4) SCI (2) AD (1)	1. Biology (N/A) (2) 2. EOC Reading (5)	SOC LEADERSHIP
11th 183 9	90 NAPD Math = 5% Novice 100% College Ready	Math (4) History (2) Sci (2) Courtney	1. ACT/EOC Math 2. ACT Science 3. U.S. History EOC/ACT Reading	Math (4) History (4) Courtney	1. EOC Math 2. U.S. History EOC 3.	Genius Hour SOC LEADERSHIP
12th 174 7	100% of Students are College and Career Ready	MATH (2) CCRL (2) Agric. (1) Business (2)	1. Career Ready Workkeys (1) 2. CCR READING (1) 3. CCR Math (1)	MATH (2) CCRL (2) Agric. (1) Business (2)	1. CCR Math 2. Agriculture SAE Projects	College Readiness College Apps <a href="#">Resumes</a> FAFSA

# FIVE YEAR EOC COMPARISON

FIVE YEAR NAPD BY CONTENT AREA					
AREA	2013 NAPD	2014 NAPD	2015 NAPD	2016 NAPD	2017 NAPD
Math	53.3	57.2	54	70	55
Reading	74.2	62.1	68.3	82	69
Science	63.7	55.6	66.1	80	75
Social Studies	61.1	69.6	71	81	77
Writing	65.3	71.7	82.1	89	81



# 5 - YEAR EOC



# FIVE YEAR GAP COMPARISON

FIVE YEAR GAP PROFICIENCY BY CONTENT AREA


AREA	2013 GAP	2014 GAP	2015 GAP	2016 GAP	2017 GAP
Math	23.5	27	26	41	27
Reading	52	44	57	66	46
Science	23.1	24	38	47	45
Social Studies	35.5	48	58	70	62
Writing	36.5	38	58	61	62
Average	36	36	46	57	48

# 5 Year Gap Trends

AREA



# WHERE ARE WE NOT SEEING SIGNIFICANT GROWTH?

- 
1. ENGLISH -  
GENDER GAP
  2. MATH
  3. 2017 NOVICE  
REDUCTION

# LEARNING

We strive to learn from everything we do.  
We always work to get better to support our community.

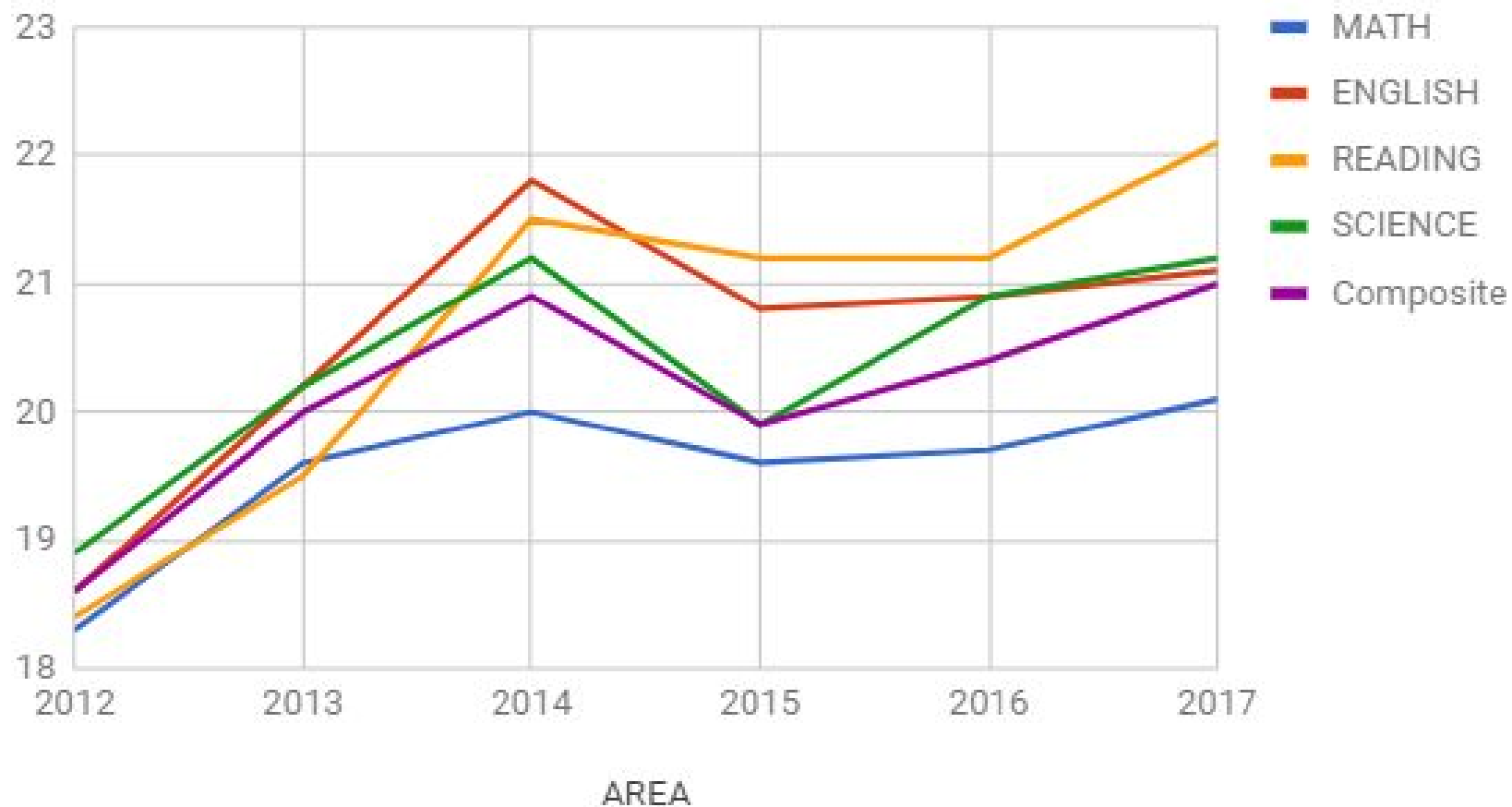
## OUR LEARNING

1. **HEDGEHOG** = SCHOOL & TEAM CORE PRACTICES
2. **LESS IS MORE** = FOCUS ON ESSENTIAL SKILLS
3. **NOVICE GROWTH** = MORE TIME & SPACE.

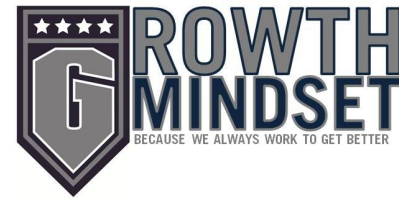
# SIX YEAR ACT COMPARISON

AREA	2012	2013	2014	2015	2016	2017
Composite	18.6	20.0	20.9	19.9	20.4	21.0
ENGLISH	18.6	20.2	21.8	20.8	20.9	21.1
READING	18.4	19.5	21.5	21.2	21.2	22.1
SCIENCE	18.9	20.2	21.2	19.9	20.9	21.2
MATH	18.3	19.6	20.3	19.6	19.7	20.1

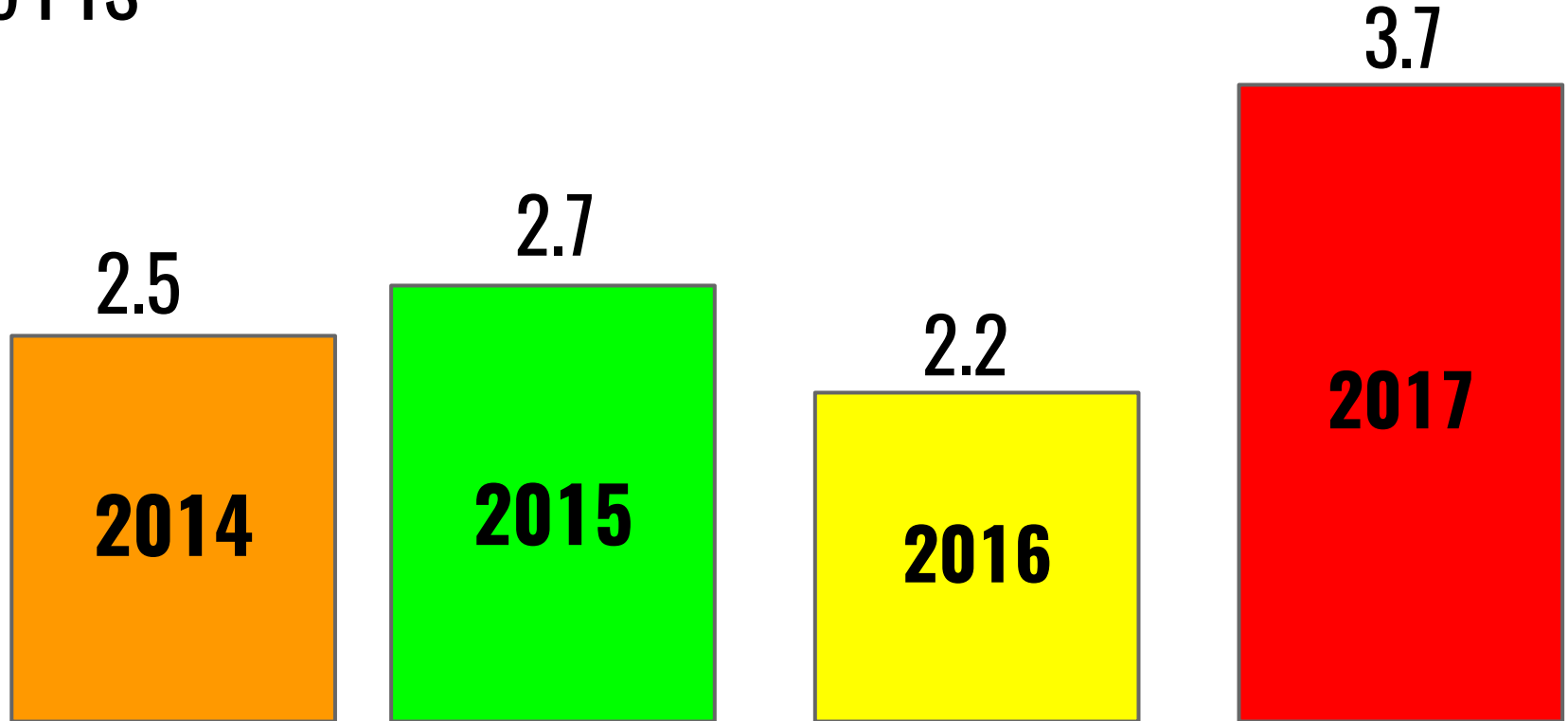
## ACT 6-YEAR TRENDS



# ACT OVERALL GROWTH



5 PTS

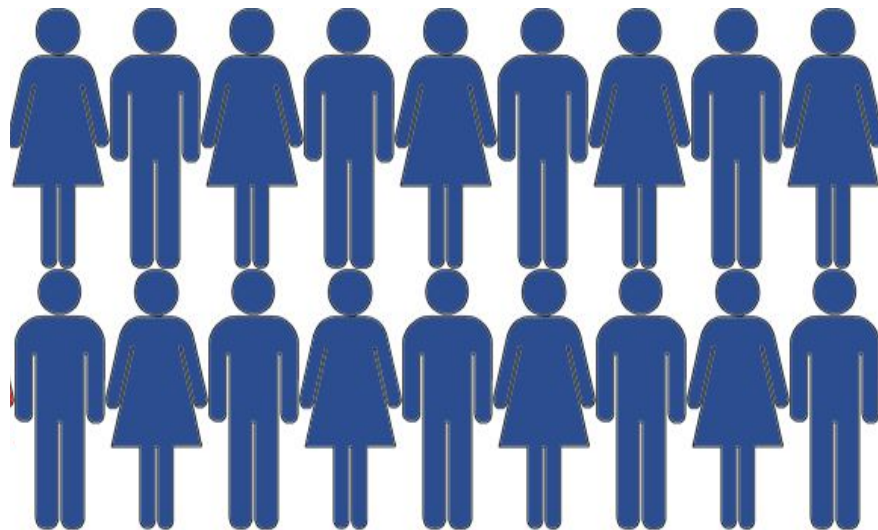




# CELEBRATING GROWTH

+10%  
GRADUATION  
RATE

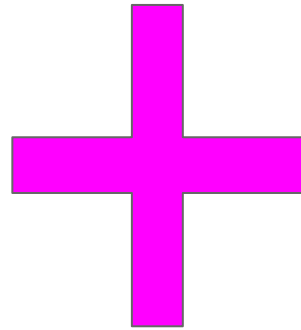
**20 GRADUATES = A FULL CLASS OF LIVES CHANGED**

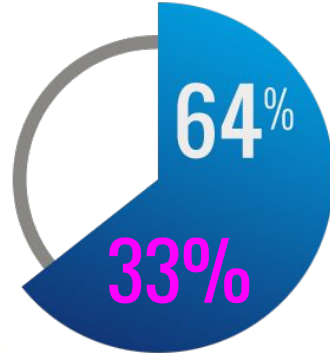


# CELEBRATING GROWTH



**COLLEGE & CAREER READINESS**





**INCREASE**  
GAP PROFICIENCY



# GAP WRITING PROFICIENCY

INCREASE IN GAP STUDENTS THAT ARE  
PROFICIENT & DISTINGUISHED WRITERS **26%**

**72%** MORE GAP STUDENTS ARE PROFICIENT  
OR DISTINGUISHED WRITERS







# LAFAYETTE'S 1ST QUARTER LEADER AWARD WINNERS

 <b>LEARNING</b> <small>We strive to learn every day, and we always have a positive attitude.</small> <b>AMBER PENDLETON</b>	 <b>ENTHUSIASM</b> <small>We remain positive even when things are tough. We show our positivity and our positive spirit gives us strength.</small> <b>EDINA GASS</b>	 <b>ACHIEVEMENT</b> <small>We only get quality work from ourselves and others. We demonstrate how we accomplish our college goals.</small> <b>CONNOR BAGBY</b>	 <b>DISCIPLINE</b> <small>We sweat the small stuff because we know that excellence in the small things provides a foundation for our success.</small> <b>HANNAH UNSELL</b>	 <b>EFFECTIVE COMMUNICATION</b> <small>We effectively communicate our needs and thoughts with others.</small> <b>MORGAN RIED</b>	 <b>RESPONSIBILITY</b> <small>We look to ourselves to do what needs to be done, and we take responsibility for our actions, our school, and our future.</small> <b>FLOYD NIELSON</b>
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# OUR FUTURE STORIES...

In five years I will Be a U.S. Marine then Army Ranger

In five years I Will be working Laundry

In five years I Will be in Military

In five years I Will Be back in Cali

In five years I will Attend College

In five years I will HAVE A JOB

In five years I will have a Job

In five years I will attend College and play basketball and soccer

In five years I Will have a job

In five years Go to UK or Washington

In five years Nursing School at UofL

In five years I WILL BE IN PRE-MED

In five years I will be in College

In five years I will be an author

In five years I want to be a vet

In five years I will Be A Farmer

In five years I will go to U of L a degree in business

In five years I Will Be in the Military

In five years I will go to U of L Law degree

In five years I will be in UK

In five years I will attend College and play basketball

In five years I will attend College

In five years I will be in the US Army

In five years Go to a College (etc) (un)

In five years I will be at Indiana University

In five years I will be at WKU

In five years I will attend UK for college

In five years I will be a photographer

In five years I will attend College

In five years I will attend College

In five years I will Attend College

In five years I want to be a nurse

In five years Studying to be a singer

In five years I Will be in UK

In five years I will be Attending U of L

In five years I will be Attending a 4 year college

In five years I will BE on the Road to becoming a Doctor

In five years Go to Marines then College

In five years I will be studying abroad for College

In five years I will be a College Student

In five years I will be a College student

In five years I will have a Job

In five years I will attend College

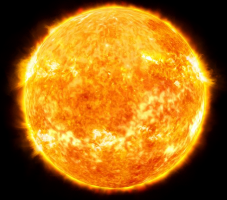
In five years I will be in the U.S. Army

In five years I will attend college

In five years I will be in college playing

In five years I will be in college playing





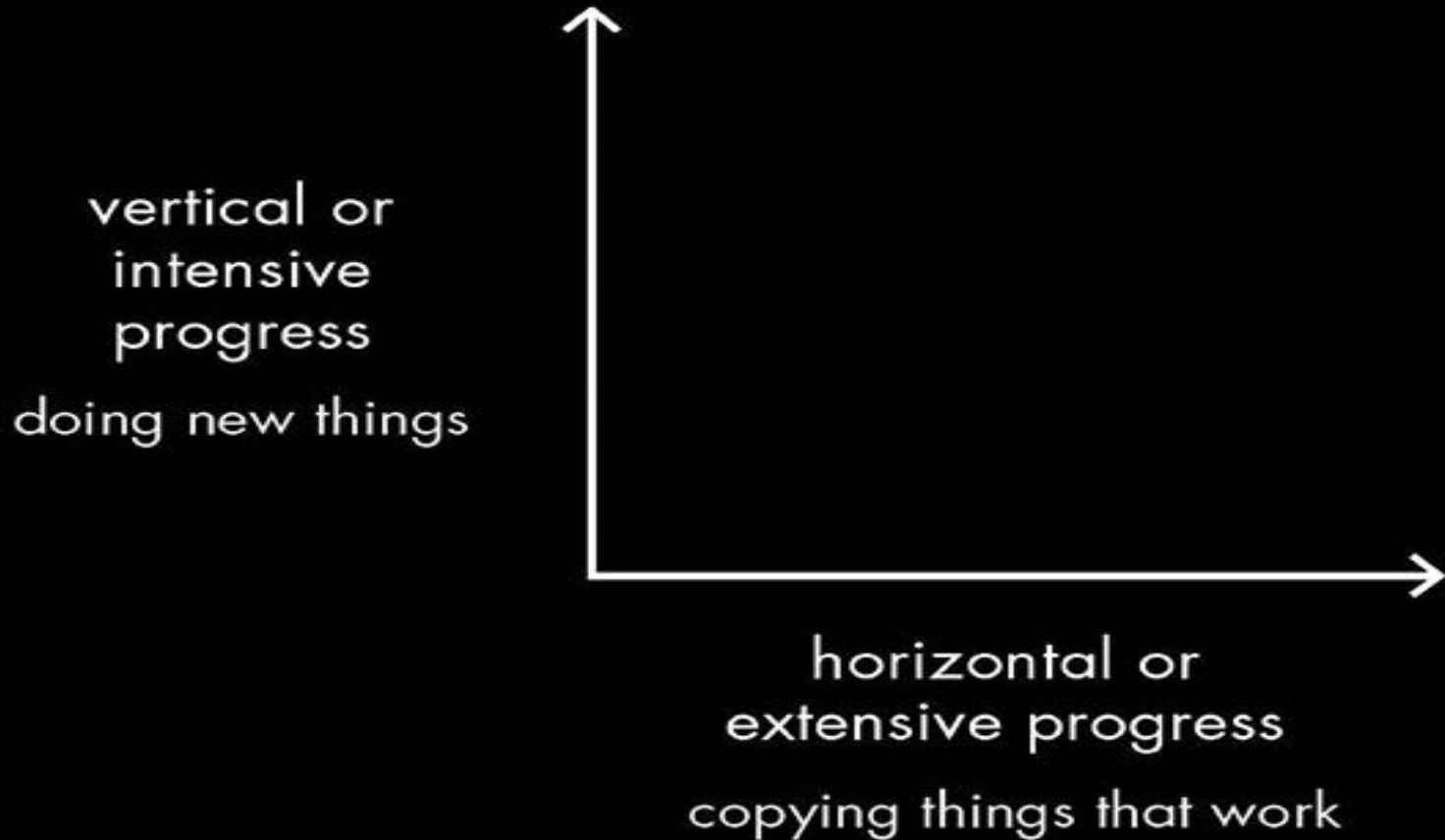
# THE FUTURE

**CREATE**  
**COMPLY**

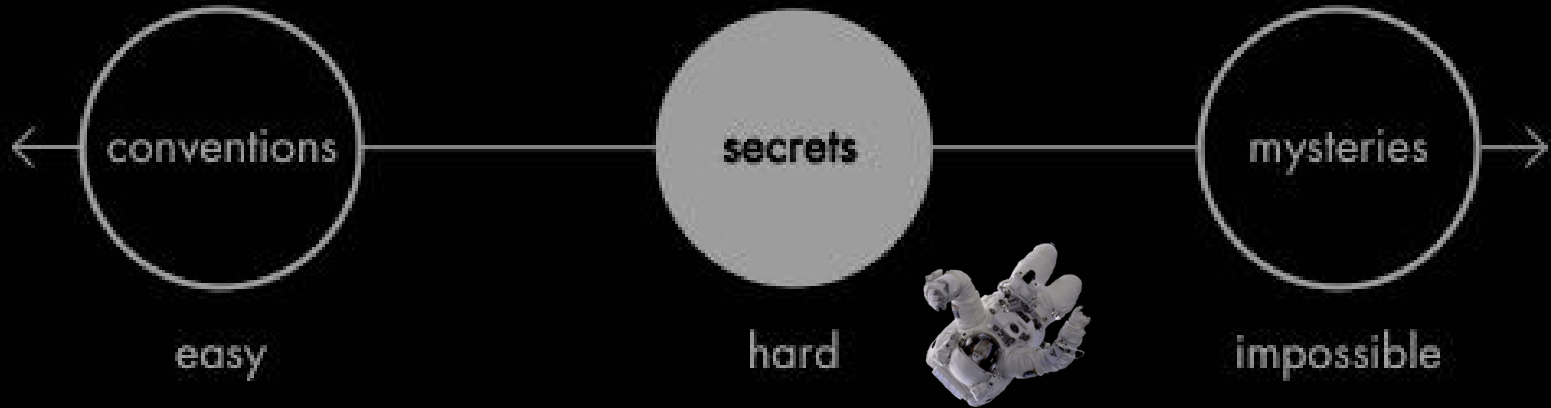
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# THE PAST

# CREATE TOGETHER



# WHAT FUTURE DO WE SEEK TO CREATE TOGETHER?



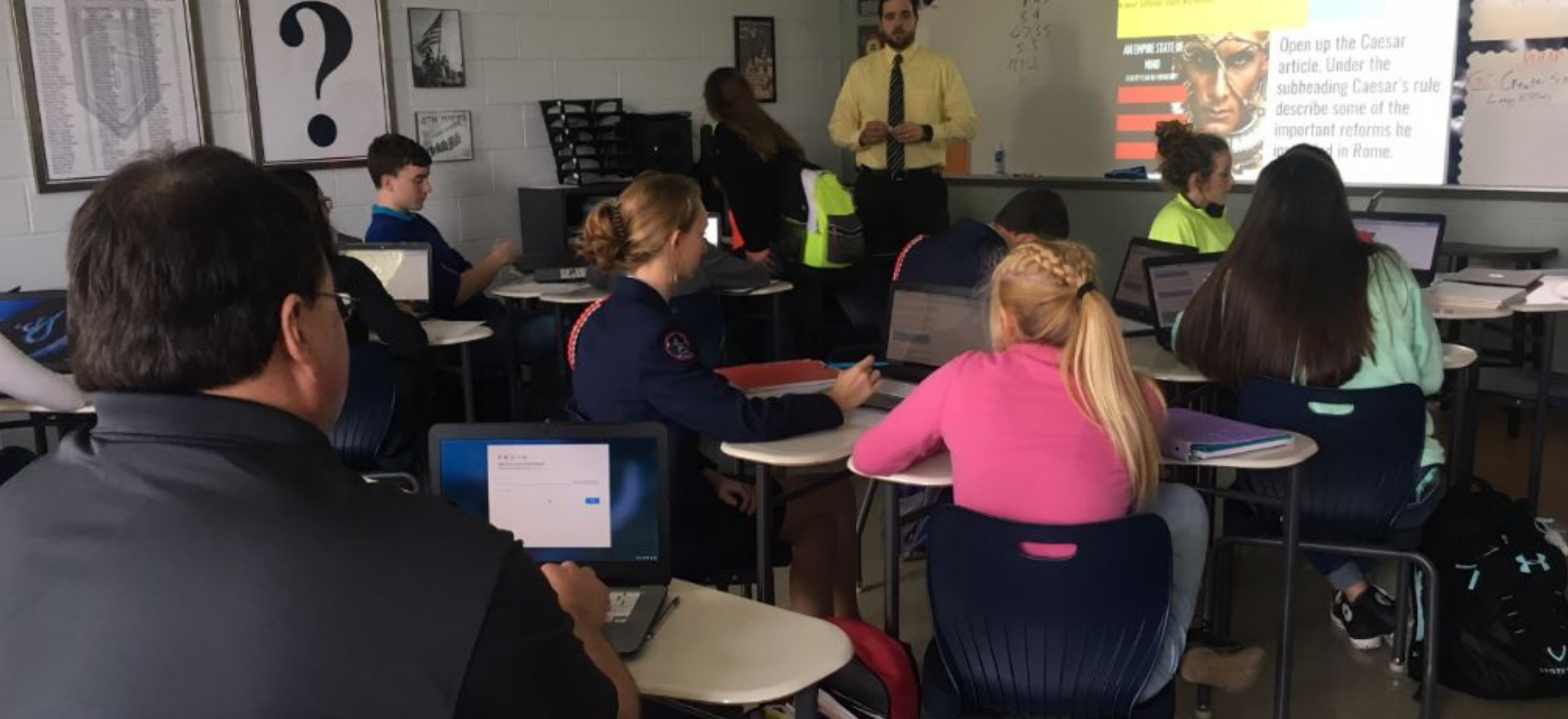


**TOGETHER**





# SPACEWALKING



# OCTOBER FLYCLOSER SPACEWALKS

DATES	FLIGHT ONE	FLIGHT TWO
OCTOBER 17TH	A. MARTIN (1-2) MERRIFIELD (3-4) MOUSTY (5-6)	VERDOW (1-2) WHITEHOUSE (3-4) H. SMITH (5-6)
OCTOBER 19TH	HAMMOND (1-2) S. SMITH (3-4) WHITFIELD (5-6)	THURMOND (1-2), AHMADI (5-6) GIRDLEY (3-4)
OCTOBER 24TH	CORNISH (1-2) MR. BULKA (3-4) MRS. BULKA (5-6)	CALL (1-2) MCCOY (3-4) GREENWELL (6-7)
OCTOBER 25TH	J. MARTIN (1-2) CHAVEZ (3-4) POWELL (5-6)	NOKES (1-2) MUDD (3-4) RUCCI (5-6)
OCTOBER 26TH	KEPHART (1-2) PETERSON (3-4) HOYES (5-6)	SCHEERHORN (1-2) BOBLITT (3-4) HERTH (5-6)



# NOVEMBER FLYCLOSER SPACEWALKS

DATES	FLIGHT ONE	FLIGHT TWO
OCTOBER 31ST	A. MARTIN (1-2) VERDOW (3-4) MOUSTY (5-6)	MERRIFIELD (1-2) WHITEHOUSE (3-4) H. SMITH (5-6)
NOVEMBER 2ND	HAMMOND (1-2) S. SMITH (3-4) RUCCI (5-6)	THURMOND (1-2), AHMADI (5-6) GIRDLEY (3-4)
NOVEMBER 7TH	CORNISH (1-2) MR. BULKA (3-4) MRS. BULKA (5-6)	CALL (1-2) MCCOY (3-4) (GREENWELL 6-7)
NOVEMBER 14TH	J. MARTIN (1-2) CHAVEZ (3-4) POWELL 5-6)	NOKES (1-2) MUDD (3-4) WHITFIELD (5-6)
NOVEMBER 16TH	KEPHART (1-2) PETERSON (3-4) HOYES 5-6)	SCHEERHORN (1-2) BOBLITT (3-4) HERTH (5-6)

# WHY SPACEWALKING?



## PURPOSE OF SPACEWALKS

1. COHERENCE MAKING

## HOW DO WE GET THERE?

1. SHARED FOCI

2. ANCHOR STRATEGIES

# ENGLISH TEAM FLIGHT GOALS

WHAT STUDENT OUTCOMES ARE WE SAYING YES TO?

TEAM PROCESS GOAL

HOW WILL YOU MONITOR THE PROCESS?

STUDENT PRODUCT GOAL - LINK TO DATA TRACKER

1. Increase the number of distinguished writers from 6.6% to 25%
2. Decrease the number of novice writers from 12% to 4%.

ANCHOR STRATEGIES

DATA CHECKPOINTS

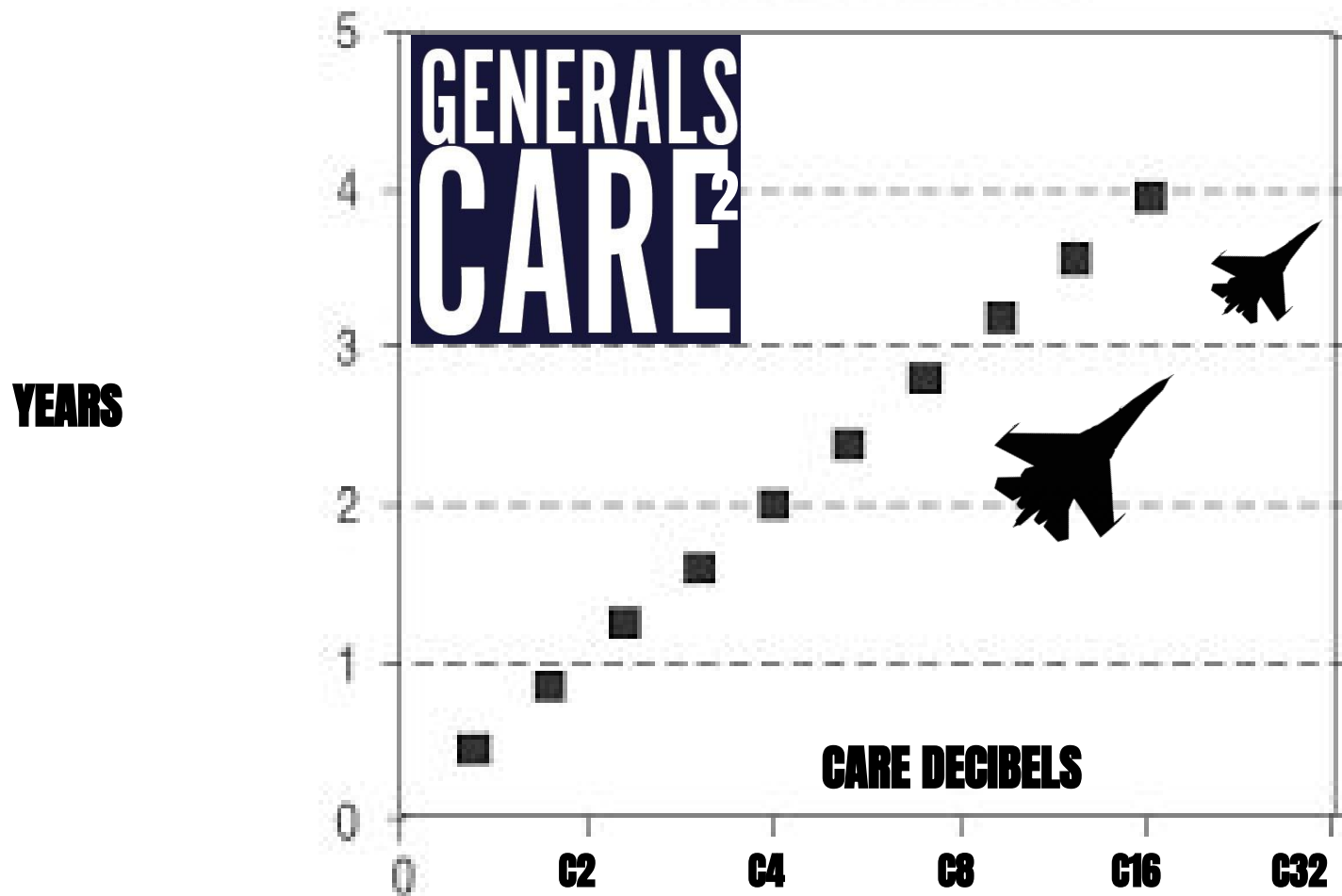
WHAT WILL WE DO IF A STUDENT IS/OR IS NOT PROFICIENT?

QTR 2 PROFICIENCY

QTR 3 PROFICIENCY

QTR 4 PROFICIENCY

# EXPONENTIAL CARE





A classroom scene where a female teacher, wearing a green flight suit and sunglasses, stands in the center. She is surrounded by students of various ages who are all cheering with their arms raised. A speech bubble above the teacher says "YES!". The classroom has desks with laptops, posters on the walls, and large windows in the background.

YES!

ALL MEANS ALL

# WHAT FUTURE DO WE WANT TO CREATE TOGETHER?

