

# Bullitt County Public Schools SBDM Reports

November 12, 2018

Crossroads Elementary School

Roby Elementary School

Overdale Elementary School

Zoneton Middle School

Bullitt Central High School

Cedar Grove Elementary School

# Crossroads Elementary



Trailblazin' Leaders

## Current Reality: Where are you?

Accountability Indicators	Recommended Threshold	Crossroads
Proficiency	60.5	65.9
Separate Academic	52.6	53.5
Growth	15.8	15.9



## Current Reality: Where are you?

	All Students		Free/Reduced		Students with Disabilities	
R	27.0 → 24.9	44.4 → 49.8	<u>23.1 → 33.3</u>	34.6 → 38.2	<u>30.8 → 43.2</u>	<u>22.9 → 21.6</u>
M	<u>21.2 → 22.0</u>	11.7 → 13.7	<u>20.7 → 28.5</u>	25.4 → 34.1	<u>30.8 → 48.6</u>	<u>22.9 → 16.2</u>
W	29.1 → 12.5	<u>0.0 → 0.0</u>	21.4 → 15.4	<u>27.7 → 20.5</u>	73.3 → 15.4	6.7 → 15.4

**YOU ARE  
HERE**

Strengths	<u>Areas of Potential Growth</u>
<ul style="list-style-type: none"> <li>• Collaborative culture</li> <li>• Culture of inclusion</li> <li>• Strong primary foundation</li> <li>• Developmental approach to educating a child</li> </ul>	<ul style="list-style-type: none"> <li>• Continued reduction of students in Novice category</li> <li>• Writing - <b>all students</b></li> <li>• Increase targeted focus on interventions for our F/R and SWD students</li> </ul>

# Looking Ahead: Where are you going?

- Continued refinement of systems and processes ([assessment protocols](#), [data analysis](#), PBIS/Leader-in-Me, Literacy Strategies, Math Fluency)
- Vertical alignment of writing instruction
  - RACE, SPAT
  - Embedded exemplars
  - Create and adapt rubrics vertically
  - LIM WIG - Focus on Writing to Demonstrate Learning
- Continued interventions for students with greatest needs



# Planning: How are you going to get there? What is your plan?

## Long Term Work/30-60-90 Day Plan

### Short Term Goals:

- Alignment of ERQ and SAQ graphic organization RACE in 3 -5/R&M
- Targeted On-Demand work in grades 3 - 5
- Specific intervention with students in R&M to increase math fluency K - 5 (KCM)
- Increased time for foundational skills in R (the Big 5: phonemic awareness, fluency, comprehension, phonics and vocabulary - BLP, Thinking Focus)



# What support do we need?

- Continued access to BLP, Thinking Focus
- Continued support with Solution Tree and the PLC Process
- Focus on mathematical foundations on the district level
- Focus on writing support and instructional best practices



**Roby Elementary School**



# Current Reality: Where are you?

Prof/Dist KPREP	Reading ALL	Reading F/R	Reading SWD		Math ALL	Math F.R	Math SWD
2015	61.2	52.6	31		15.9	48.3	17.2
2016	58.2	52.4	17.6		58.7	51.6	23.5
2017	51.4	40.3	25		42.8	35.3	21.4
2018	49.4	39.7	21.9		39.8	30.5	18.8

## Strengths

- Creating common formative assessments and common understanding of success criteria that revolve around the essential standards
- Promoting a school-wide growth mindset culture and working with ABRI to evaluate current systems. Second Steps Curriculum, Growth Mindset, and Leader in Me
- Weekly Roby ROAR morning meetings to allow student leadership, recognition, and celebrations.
- Creation of ROARing citizen of the month to recognize students that exhibit Roby ROAR

## Growth

- Reducing novice
- Increase target focus on interventions and PLC process
- Create partnerships for co-teaching models to promote growth in SPED population
- Work with ABRI to improve behavior and academics

# Looking Ahead: Where are you going?

Improving the rigor of our CFA's - Begin to work on creating math CFA's that match priority math standards that include rubric based questions.

Improving our PBIS system - working with ABRI on looking at both behavior and academic data to improve instruction for all students.

SWD - Working with OVEC on implementing co-teaching



# Planning: How are you going to get there? What is your plan?



# What support do we need?

**Continued support in the following areas: BLP, PLC Process, Implementing MTSS effectively and progress monitoring, Trauma informed Care, Behavior Support for students exhibiting behaviors that interrupt instructional time**

**Mentor program and supports for new teachers**

**Time to implement and make changes as this is a process**



We second Crossroads on the AP

# Overdale Elementary School



*Racing Towards Greatness*



## Current Reality: Where are you?

# of P/D	Reading KPREP	
	16-17	17-18
All students	52.5%	52.5%
Free & Red	43.0%	45.0%
Students w/ Disability	34.7%	27.5%

### Strengths:

1. PBIS structures and outside supports
2. Growth longitudinally in reading in 3rd & 4th
3. Focused professional learning

# of P/D	Math KPREP	
	16-17	17-18
All students	42.2%	41.5%
Free & Red	30.9%	33.6%
Students w/ Disability	22.4%	25.0%

### Areas of Growth:

1. Writing (no distinguished last 2 years)
2. Increase proficiency in reading and math
3. Growth in Sp Ed population



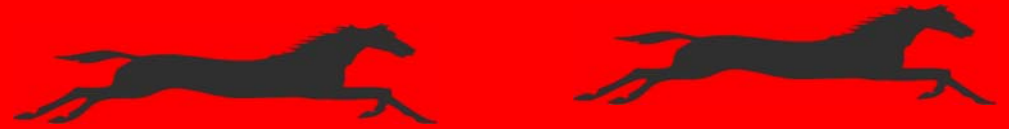
# Looking Ahead: Where are you going?



*Going  
back to the  
basics  
strengthens  
your  
foundation.*

An Iota of Truth

# Planning: How are you going to get there? What is your plan?



## **Standards Work:**

Deconstruction

Alignment

Knowledge of Progression

Standards Mastery Checklist

## **Restructuring MTSS:**

Strengthen core instruction

Restructuring tiers (based on data)

Professional learning

Focused PLC Meetings(Dufour ?'s)





# What support do we need?

- 1. We appreciate the support that we have been given thus far and we will continue to solicit internal and external resources.**
- 2. Patience is necessary as we backup and strengthen the foundation.**
- 3. Critical feedback from all stakeholders.**

# Zoneton Middle School School



# Current Reality.....



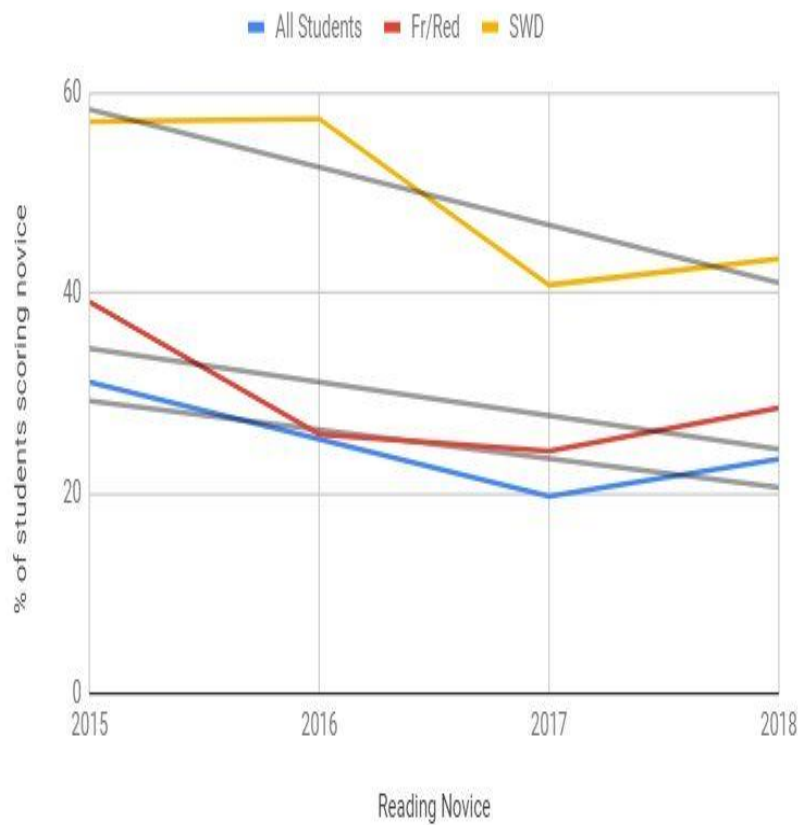
All	'15	'16	'17	'18
Rdg N	31.1	25.4	19.7	23.4
Rdg P/D	38.6	49.8	49.3	49.9
Math N	22.0	15.8	15.4	16.6
Math P/D	26.1	40.7	48.9	37.9

Fr/Red	'15	'16	'17	'18
Rdg N	39.1	25.9	24.2	28.5
Rdg P/D	36.7	42.4	45.6	43.9
Math N	25.6	21.2	19.8	21.3
Math P/D	22.5	31.8	41.7	30.0

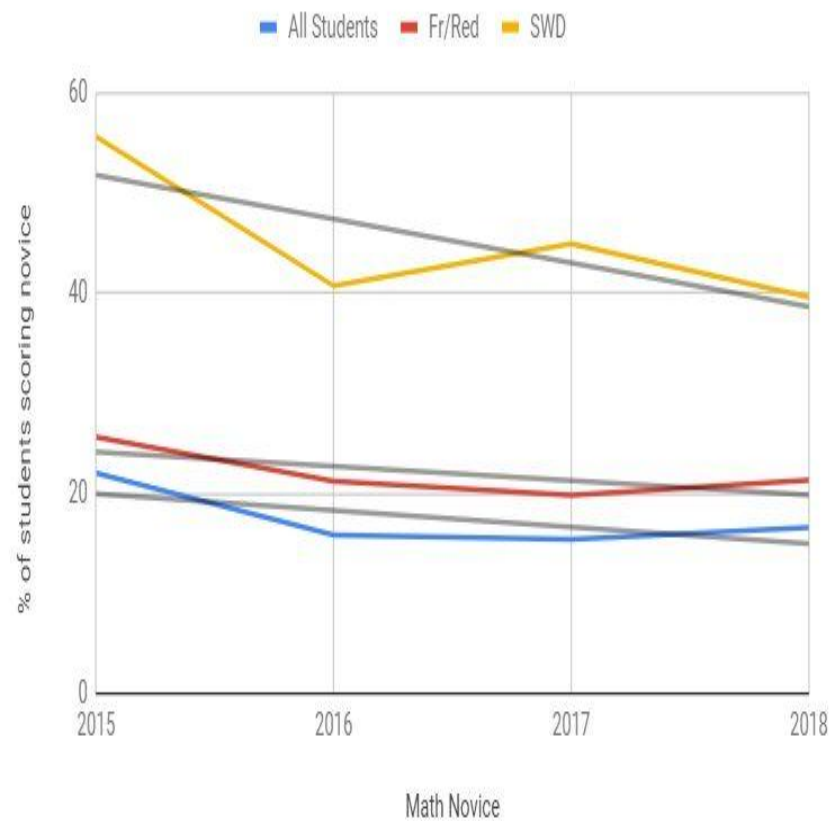
SWD	'15	'16	'17	'18
Rdg N	57.1	57.4	40.8	43.4
Rdg P/D	14.3	22.2	12.2	18.9
Math N	55.6	40.7	44.9	39.6
Math P/D	15.9	18.5	14.3	11.3

## Four Year Novice Trend

### Reading Novice Trend

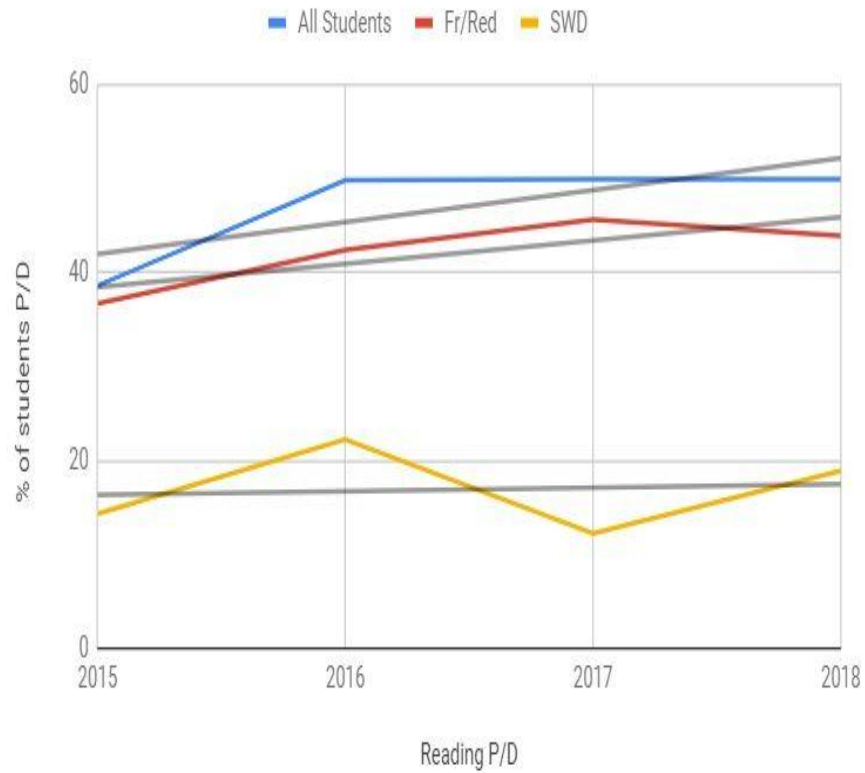


### Math Novice Trend

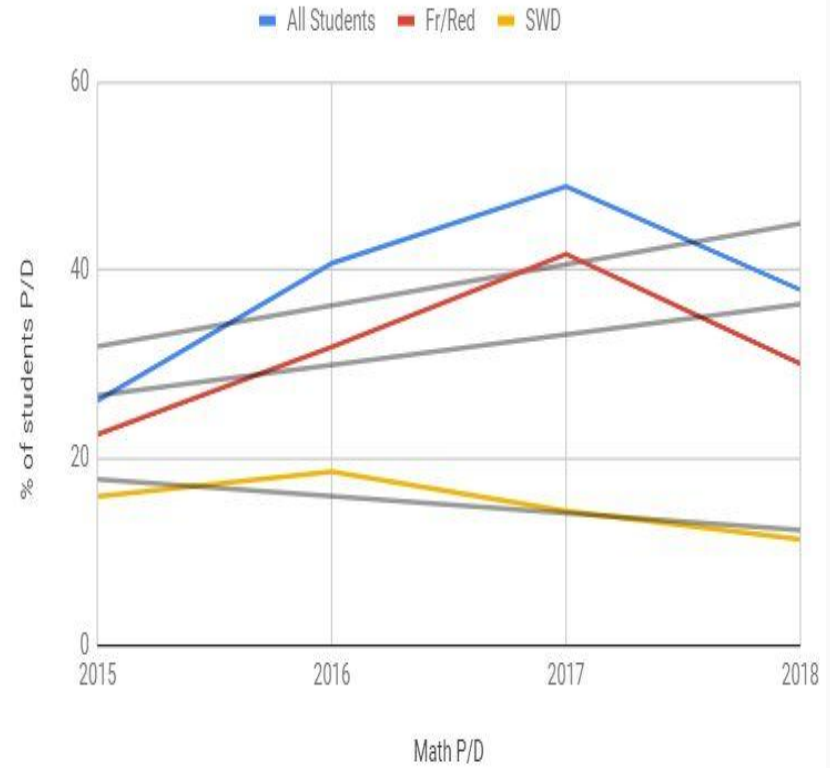


## Four Year Proficient/Distinguished Trend

### Four Year Proficient/Distinguished Trend - Reading



### Four Year Trend Proficient/Distinguished - Math



# Looking Ahead: Where are you going?

## Areas of Strength

- 53% of 8th-grade students were P/D in reading (an increase from 49.9%) and novice decreased from 22% to 20%.
- 45% of 6th-grade math students were P/D (an increase from 43.9%) and novice decreased from 18.9% to 14%.
- The 6th-grade failure rate for 2017-2018 school year was 0%.

## Areas of Growth

- **ZMS will increase the Proficient/Distinguished Students with Disabilities in Reading and Math and decrease the number of novice SWD in Reading and Math to be demonstrated and measured by MAP scores of SWD.**
- **Zoneton Middle School will build strong community relations and increase parent involvement to be measured by TELL survey and Title I Parent Survey results, attendance at events, active SBDM and PTSA members, and an increase in volunteer hours.**
- **Zoneton Middle School will intentionally utilize PBIS (Positive Behavior Intervention Strategies) to decrease negative student behavior to be measured by data from IC and Classroom/Office referral data, also results from TELL Survey.**

# Planning: How are you going to get there? What is your plan?

- School leaders and teachers will continue to refine the PLC process.
- School leaders and teachers will align standards to the Summit PLT and project platform.
- Teachers will attend professional learning opportunities in writing, reading, math, special education, science, and behavior.
- Special Education teachers will have common planning to work as a PLC.
- All stakeholders will build positive and collaborative relationships.
- Continue to work with ABRI/ILT

# What support do we need?

Continued professional development of the Solution Tree PLC work



REPRESENT

Bullitt Central High School



# BCHS Mission Redefined ...

**The Journey to our Why.....**

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# The Bus Ride...

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# REPRESENT



**Opportunity. Integrity. Service.**  
**We are BC!**

BCHS Vision Statements

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# Current Reality: Where are You?

## Proficiency (40)

Category	Total for ALL Students:	Total F/R Lunch:	Total SP ED:	Total 2 or more Races
BCHS	49.4	37	23.3	27.4
State	59.3	46.8	24.9	54.1
+/-	-9.9	-9.7	-1.6	-26.7

Behavior referrals decreased by 40

ACT Steady at 18.2



BCHS is designated as a TIS School

## Current Reality: Where are you?

Transition Readiness (41)
School (State) 73.7 (60.9)

Graduation Rate (85)	
4 year: 90.0	5 year: 91.1
School (State) Average: 90.55 (90.55)	

- School now on a seven period day so all career pathway courses can be a year long.
- 1 to 1 scheduling with every student.
- Dual Credit options in Nursing, Teaching and Learning, and Aviation.
- First time ever that BCHS graduation rate has been over 90%.
- Attendance incentives through PBIS.
- Removing barriers to attendance. (1 on 1 meetings with at risk students)



## **1. RTI Courses built into schedule**

- Freshmen students who have not met benchmark on MAP tests take an Academic B course.
- Freshmen who have met benchmark on MAP tests take an Academic A enrichment course.
- Any Senior who has not met benchmark on ACT in Math will take a Transition Math Course.
- Any Senior who has not met benchmark on ACT in Reading will take a Reading Lab Course.
- Any Senior who has not met benchmark on ACT in English will take an English Lab Course.

# **So now what.....**

**21 Students have met benchmark in our Senior classes since August.**



## 2. CERT Test and Resources

All Students take Cert Tests 3 times a year. Teachers disaggregate data from Cert to identify areas of concern within content and then develop action steps for addressing those needs.

# So Now what....

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### CERT DATA

Grade Level	FALL COMP.
9th Grade	15
10th Grade	14
11th Grade	14
AVERAGE	14.3

### **3. Professional Learning**

- Restructure of Special Education Department. Emphasis on co-teaching (Site visit to Larue and Franklin Simpson), increasing academic complexity, Academic A and B in the resource setting, additional EBD teacher, etc.
- Teachers participating in Thinking Strategies Cadre
- Refining of PLC process with focus on next steps (Questions 3 & 4)
- New Teacher Induction Program

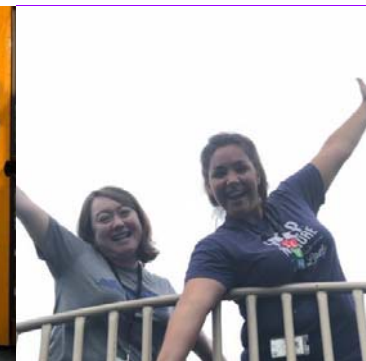
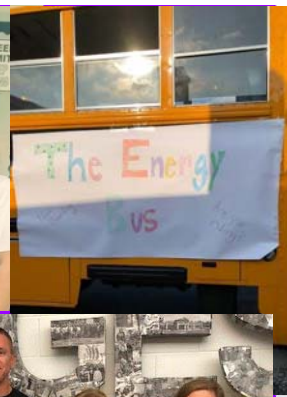
# **So now what...**

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# Cedar Grove Elementary







# Current Reality: Where are you?



	All Students P/D		Free/Reduced P/D		Students with Disabilities P/D	
	'16 - '17	'17-'18	'16 - '17	'17-'18	'16 - '17	'17-'18
<b>R</b>	58.5%	56.7%	49%	51.2%	20%	23.3%
<b>M</b>	56.1%	52.7%	43.8%	42.1%	32%	20%
<b>W</b>	52.6%	34.6%	32%	24.4%		

# Current Reality: Where are you?



	All Students NOVICE		Free/Reduced NOVICE		Students w/ Disabilities NOVICE	
	'16 - '17	'17-'18	'16 - '17	'17-'18	'16 - '17	'17-'18
<b>R</b>	13.2	14.1	19.8	20.7		
<b>M</b>	10.8	11.7	16.7	15.7		
<b>W</b>	8.8	6.2	20.7	7.3		

# Looking Ahead: Where are you going?

## **Guided Reading**

To implement - with fidelity - guided reading K-5 to decrease NOVICE and increase PROFICIENT / DISTINGUISHED in reading.

## **Student Engagement**

To provide cooperative learning structures for teachers to use to increase student engagement - ultimately decreasing novice and raising proficient and distinguished students in all academic areas

## **Writing**

To create a systematic and comprehensive writing plan - implemented K-5 - to increase student performance in writing.

# Planning: How are you going to get there? What is your plan?

## Guided Reading

- Partnered with Lynn Schwallie - literacy consultant with OVEC for ongoing training and supports.
- Implementing a monitoring tool for providing feedback to teachers during guided reading.

## Student Engagement

- Instructional Coach and one teacher trained in KAGAN Structures during Summer of '18
- Additional teachers going in February '19 to Kagan Winter Workshop
- Teachers facilitating Kagan during Bullitt Days
- Engagement Materials on the "Instructional Resources Hub" at teachers fingertips.

## Writing

- Development of Writing Policy - in accordance with new legal requirements.
- Implementation of Common Writing Assessment Days (Jan, Feb, April '19)
- Focus on Writing Strategies, Live Scoring, and Effective Feedback on Bullitt Days.



# What support do we need?

- Continue to drive the PLC work that we are doing.
- Continue to invest in high yield programs such as the BLP, Solution Tree Work, Kagan, etc.