Bullitt County Public Schools SBDM Reports

January 14, 2019
Pleasant Grove Elementary School
Maryville Elementary School
Old Mill Elementary School
Hebron Middle School
Mt. Washington Middle School
Lebanon Junction Elementary School

Pleasant Grove Elementary School

SWOT Analysis

Current Reality: Where are we?

Accountability Indicators	Recommended Threshold	Pleasant Grove
Proficiency	60.5	82.5
Separate Academic	52.6	69.7
Growth	15.8	16.5

Current Reality: Where are we?

	All Students		Free/Reduced		Students With Disabilities	
	Novice	P/D	Novice	P/D	Novice	P/D
Math	12.3 - 10.4	55.8 - 68.2	19.4 - 15.4	42.7 - 54.9	33.3 - 32.4	27.8 - 32.4
Reading	22.7 - 17.0	55.8 - 62.6	34.0 - 28.6	37.9 - 47.3	44.4 - 58.8	27.8 - 23.5
Writing	25.5 - 18.3	32.7 - 42.6	30.3 - 29.0	27.3 - 19.4	64.3 - *	14.3 - *
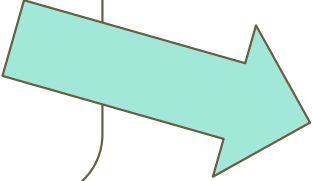
[2018 School-Wide MAP Results](#)
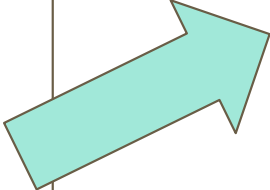
	Strengths	Opportunities for Growth
YOU ARE HERE	• Collaborative Culture • Trending in right direction • School-Wide PBIS Support • Community Support	• Continued reduction of students scoring Novice • Writing - All Students • Increase targeted focus on interventions for our F/R and SWD students

Looking Ahead: Where are you going?

IMMEDIATE ACADEMIC GOALS:

- Push high achieving students to deeper levels of understanding
- 100% Middle School Readiness
- Celebrate more student success

END OF YEAR GOALS:

- All students: Reduce novice in writing and increase Distinguished
- Reduce Novice in reading F/R population
- Close the achievement gap between SWD and All students.

HOW WILL WE GET THERE?

- Strengthening Tier 1 content delivery
- Improving rigor of CFA's
- Vertical alignment to ensure no gaps in learning of essential standards
- Streamlining RTI process and data collection/progress monitoring
- Increasing percentage of students on or above grade level (student goal setting)

Planning: How are you going to get there?

- **Focus our weekly PLC work to Improving rigor of CFA's through the tuning protocol as well as utilizing the ILT. Allow time to analyze data and plan next steps for each individual student based on results. Must USE the data**

- **Strengthening Tier I content delivery by ensuring engagement and mastery of essential standards- skill by skill, student by student. Allow flexibility/time to reteach and reassess. More involved in Bellarmine Literacy Project**

- **Utilize Bullitt Day and faculty meetings to vertically align math and reading standards. All grade level involvement as well as RTI/SWD teachers**

- **Streamlining RTI process and data collection/progress monitoring**

What support do we need?

- Focus on writing support and instructional best practices
- Continued work/training with guided reading
- ALL team leaders trained in Solution Tree PLC work
- Staff trained in Thinking Strategies/Bellarmine Literacy Project
- Instructional Feedback more often to teachers

KPREP 2018 Proficiency

	Reading		Math	
	2016-2017	2017-2018	2016-2017	2017-2018
3rd	58%	29%	53%	35%
4th	38%	55%	38%	45%
5th	60%	50%	45%	39%

KPREP 2018 Novice

	Reading		Math	
	2016-2017	2017-2018	2016-2017	2017-2018
3rd	22%	41%	20%	34%
4th	35%	26%	23%	22%
5th	23%	28%	25%	26%

MAP Fall 2018 Proficiency

	Reading	Math
	2018	2018
K		38%
1st	61%	48%
2nd	40%	42%
3rd	34%	52%
4th	38%	35%
5th	49%	28%

KPREP 2018 Writing

	Novice	Proficiency
	44%	13.1%

- **Strengths**
  - Increase in 4th grade proficiency for reading and math.
  - Decrease in 4th grade novice for reading.
- **Areas of Focus**
  - Decrease novice in reading and math for all grades.
  - Increase proficiency in reading and math for all grades.
  - Improve intentionality for interventions and enrichments planned for students in RTI.
  - Writing Plan & Instruction

Our Current Reality

Looking Ahead:
Where are you going?

It's A Journey

RTI

At Maryville, we are focused on increasing intentionality behind our RTI processes in all areas, academically and behaviorally.

PLCs

At Maryville, we are focused on addressing all four questions of the PLC process to refine instruction, which allows us to meet ALL student needs.

Writing

At Maryville, we are focused on creating a vertically-aligned writing plan and providing students with authentic writing opportunities and feedback.

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

Goals

RTI	PLCs	Writing
- access to core - interventionist schedule - targeted tier 2 and 3 interventions, academically and behaviorally - ILPs - tiering of instruction	- facilitator training - pacing days - assessment schedule - common assessments - backwards planning - data analysis	- writing plan - live scoring - vertical alignment - school-wide on demand days

What support do we need?

- Solution Tree and PLC support / PD
- ABRI partnership
- Writing PD with L. Schwallie (OVEC)
- Bellarmine Literacy Project
- Teacher Mentors

Old Mill Elementary School

Current Reality: Where are you?

	All Students		Free/Reduced		Students with Disabilities	
R	15.6 → 12.2	62.1 → 62.6	22.4 → 20.5	50.0 → 50.6	25.0 → 30.3	42.9 → 36.4
M	11.8 → 11.7	44.5 → 47.4	22.4 → 22.1	25.0 → 31.2	17.9 → 18.2	28.6 → 27.3
W	9.0 → 14.3	66.7 → 49.4	13.3 → 18.5	50.0 → 48.1	33.3 in 2018	33.3 in 2018

Strengths	Areas of Potential Growth
● Collaborative culture through ILT/ABR/SBDM ● Strong primary foundation ● Developmental approach to educating a child: Dino School, FRC, Hosparus Grief Counseling	● TSI = SWD ● Writing ● Increase targeted focus on interventions for Apprentice students/partnership with ESS/Metro United Way ● For SWD - ILPs addressing co-teach/resource needs

YOU ARE HERE

Looking Ahead: Where are you going?

- Continued refinement of systems and processes (PLCs/Solution Tree, assessment protocols, data analysis and action, academic: standards/alignment, review of resource/co-teach, MTSS/RtI)
- Vertical alignment of writing instruction
  - Common graphic organizer
  - Embedded exemplars/CFAs with writing requirements/Live Scores
- Continued interventions for students with greatest needs - large Apprentice bubble group (addressed through MUW/ESS), MTSS/RtI for qualifying students/Individual Learning Plans

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

Short Term Goals:

- Review/recalibration: Writing Plan, Thinking Focus (Community, Workshop Model, Thinking Strategies, Classroom Discourse), Personalized Learning Plan
- Targeted On-Demand writing work in grades K-5/Live Scores
- Math Conceptual Building Blocks interventions with all students K-5
- Increased time for foundational skills in R (the Big 5: phonemic awareness, fluency, comprehension, phonics and vocabulary - BLP)
- Science/Social Students - Problem/Project-Based Learning

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
- Resources (professional learning) for co-teaching environment/Special Education - currently partnering with ABRI (Susan Robertson) and OVEC (Chris Sweigert)

Hebron Middle School

#BEaPANTHER

Current Reality: Where are you?

	All Students		Free/Reduced		Students with Disabilities	
R	15.1 → 19.0	63.6 → 62.4	22.5 → 24.1	50.8 → 50.5	54.3 → 51.5	20.0 → 21.2
M	15.1 → 14.4	48.5 → 45.6	24.2 → 20.8	35.8 → 29.2	40.0 → 42.4	11.4 → 6.1
W	5.8 → 15.7	54.6 → 44.0	13.3 → 23.1	38.7 → 25.6	66.7 in 2018	0.0 in 2018

Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	19	18.6	35	27.4	62.4
Mathematics	14.4	40	26.8	18.8	45.6
Science	20.5	47.4	28.2	3.8	32.1
Social Studies	4.4	37.7	42.1	15.7	57.9
Writing	15.7	40.3	33.3	10.7	44

Indicator	Cutscore	Hebron	Status	Indicator	Score
Proficiency	62	74.5			
S.A.I.	55	68	TSI: SWD	S.A.I.	30.4
Growth	9.5	14.5			

LOOKING AHEAD

Priorities	Plan
Decrease the % of Novice/Apprentice Students in Reading & Math for ALL students	Continue RTI and MTSS for academics and behavior
Increase the % of Gap Students scoring Proficient/Distinguished in Reading and Math	Increase the level of rigor on classroom assessments through PLC process
Increase the % of 8th graders that are High School Ready by Spring MAP test	Continue personal goal setting for students through TLIM lessons

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

- Refinement of Unit planning through PLC process
- Assessment reviews by Instructional Coach
- SDI for Special Ed students in Co-Teaching classes
- House System created for community building
- Review of Intervention data for academics and behavior

What support do we need?

- More time with teachers for Professional Learning
- PL funds for Principal discretion
- Continued work on the PLC process
- Continued commitment to Thinking Focus

Mt. Washington Middle School

#leadlikeageneral

Current Reality:

Accountability Indicators	Recommended Threshold	MWMS
Proficiency	62	70.6
Separate Academic	55	63.3
Growth	9.5	12.4

MWMS is an "OTHER" category school.

Current Reality

	All Students		Free/Reduced		Students with Disabilities	
	Novice	P/D	Novice	P/D	Novice	P/D
Reading	19.29	60.78	31.1	48.9	66.7	19.0
Math	17.01	42.53	23.7	28.4	54.8	4.8
Writing	18.63	26.08	26.1	17.4	80.0	0

Strengths:
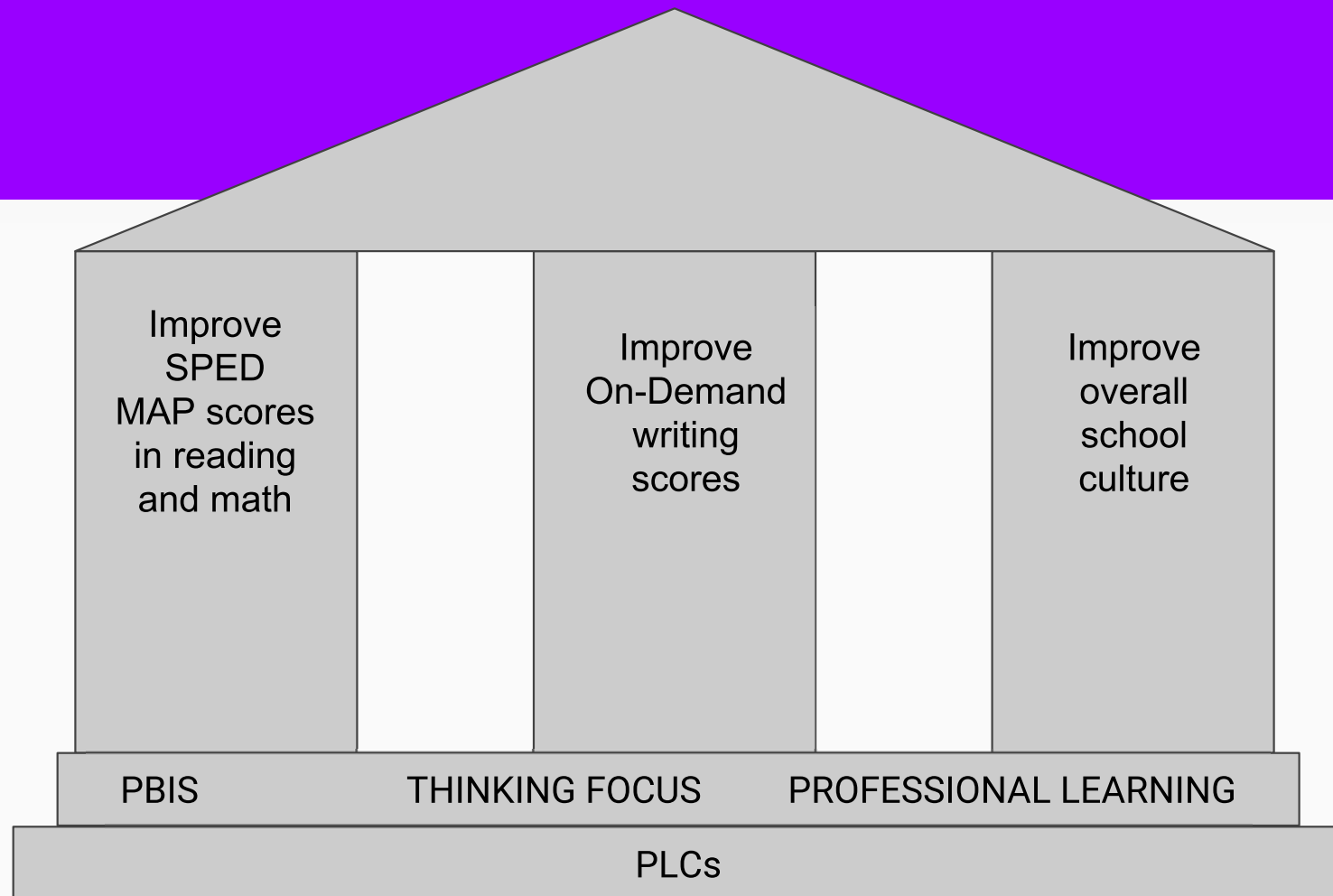➢ Schoolwide PBIS
➢ Growth in P/D Reading

Areas of Growth:
➢ WRITING for ALL students
➢ Decrease SPED novice in reading and writing

Looking Ahead: Where are you going?

Improve SPED MAP scores in reading and math

Improve On-Demand writing scores

Improve overall school culture

PBIS   THINKING FOCUS   PROFESSIONAL LEARNING

PLCs

Planning: How are you going to get there?

SPED MAP scores in reading and math	Writing Scores	Overall School Culture
➢ PLCs ➢ Training on IEP and implementing accommodations in the classroom ➢ Implementing evidence based reading and math strategies ➢ Goal setting during mentoring with Rewards ➢ Two Math classes in 6th and 8th grades	➢ PLCs ➢ Language Arts Teacher Training ➢ Schoolwide writing process (RUN the RACE) ➢ School Writing Plan ➢ Live Scoring Monthly ➢ Daily Writing Strategies ➢ Sp. Ed. Focus ➢ Two Language Arts classes 6th and 7th grades	➢ Schoolwide PBIS ➢ Thinking Focus Cadre ➢ STAR rewards ➢ Students of the Month ➢ Fun Fridays ➢ Mentoring ➢ Attendance improvement 96.33% ➢ Art class, STEM ➢ Pre-Ap classes ➢ Schedule to include separate MTSS period

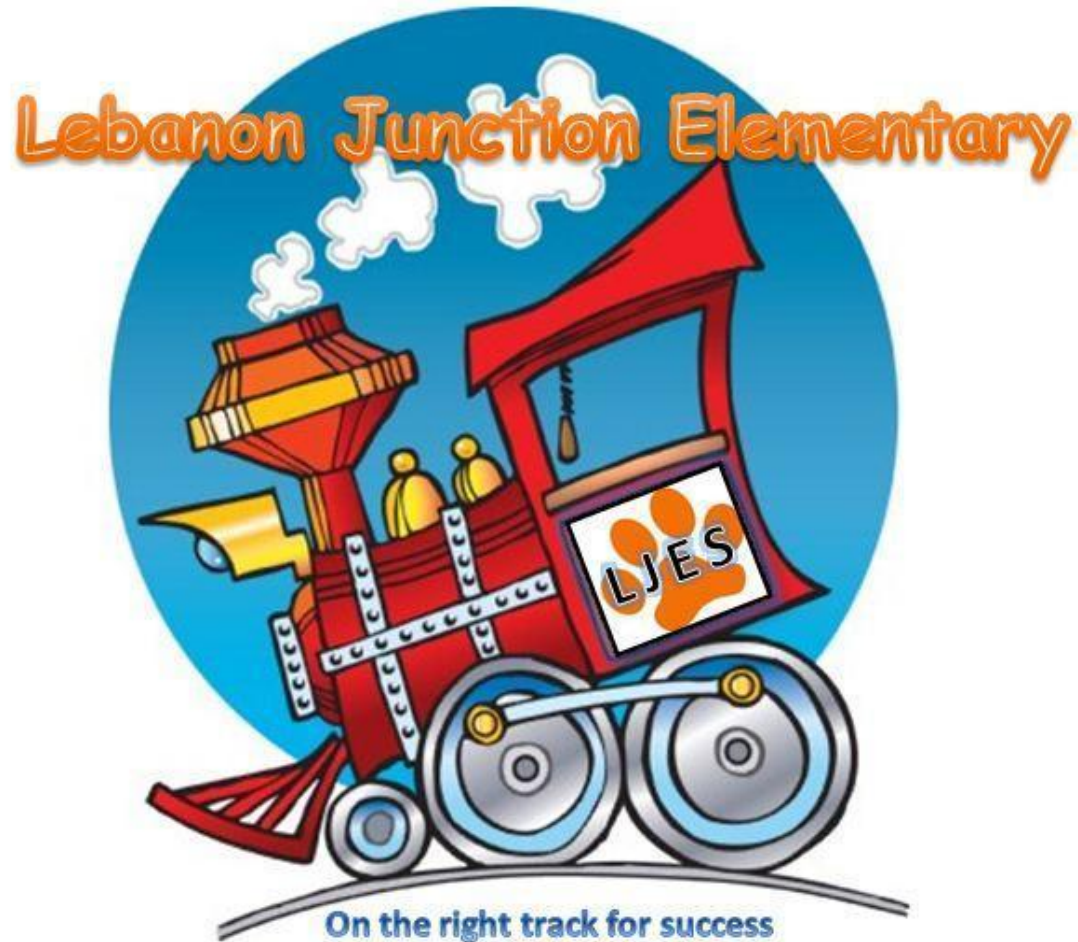# What support does MWMS need?

Continued work on the PLC process

Thinking Focus Cadre for teachers

Continued support and training for MTSS

Lebanon Junction Elementary School

Lebanon Junction Elementary

LJES

On the right track for success

Current Reality: Where are you?

RDG	'15	'16	'17	'18
All N	23.7	22.5	24.9	24.3
All PD	49.8	49.5	52.0	50.0
F/R N	29.9	27.3	29.1	29.0
F/R PD	48.0	41.7	46.6	42.8
SWD N	62.5	53.6	60.7	53.8
SWD PD	8.3	10.7	21.4	19.2

MATH	'15	'16	'17	'18
All N	16.3	15.2	10.7	19.0
All PD	12.1	49.5	52.9	49.6
F/R N	21.3	20.5	14.9	23.4
F/R PD	35.4	40.9	46.6	43.4
SWD N	41.7	57.1	35.7	50.0
SWD PD	16.7	10.7	21.4	15.4

Current Reality: Where are you?

	Threshold	LJES	F/R
Proficiency	60.5	68.1	61.3
Sep Acad Ind	52.6	67.0	54.8
Growth	15.8	15.1	15.1

MAP Fall 2018	
MS Ready RDG	1 3rd, 11 4th, 23 5th
HS Ready RDG	1 4th, 7 5th

Strengths	Areas of Potential Growth
- Collaborative 'family' culture - Culture of inclusion 8 NBCT teachers with 4 more in process - Rockstar Instructional Coach with deep knowledge to push teachers - Staff that cares about the whole child and what happens outside of school	- Continued reduction of students in Novice category - Writing - **all students & all areas** - Increase targeted focus on interventions and enrichment for ALL

Looking Ahead: Where are you going?

- Implementation of and improving the rigor of CFAs for both reading and math
  - CFA tracker

- Increasing student engagement in reading
  - Eleot

- Alignment with SpEd staff to identify priority standards for students and consistent expectations for all SpEd students regardless of setting
  - Meeting minutes

- Continued refinement of the PLC process and assessment protocols to include analyzing intervention results
  - PLC minutes & assessment protocols
  - CFA tracker

THE ROAD TO SUCCESS

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

A Goal without a Plan is just a Wish......

Goals   Vision

- Recalibration of the PLC process; assessment protocols

- Training in Gradual Release of Responsibility, Thinking Strategies, and Kagan Cooperative Learning

- Set CFA schedule for all grades with CFAs created by classroom teachers in collaboration with Instructional Coach and principal; assessment protocol to be used for every CFA and entered into the CFA tracker

- Revisit content standards to deconstruct, write learning statements, and determine student success criteria

What support do we need?

- Support to mentor new teachers
- Support to grow instructional assistants
- Continued support for and training in district-wide programs (BLP, Thinking Strategies, MTSS)
- Continued support with Solution Tree as well as teacher training in the PLC process
- Teachers/coach out of the building less for trainings