AGENDA

I. **Call to Order**

    A.   **Call to Order** (Mrs. Karen Collins, President) and **Roll Call** (Mrs. Vicki Fields, Secretary)

    B.   **Moment of Silence and Pledge of Allegiance**

II.   **Discussion and Action Agenda**

    1. Revised Job Description – Private Schools Consultant   **Enc. 1**

    The job description for Private Schools Consultant is in need of revision to reflect current terminology and job requirements.

    <u>**Recommendation:**</u> **It is recommended that the board approve the revised job description**.

    2. Renewal of Edgenuity Software

    The Kenton County School District has been using the online learning system Edgenuity since 2007. This curriculum and instruction tool is utilized by our middle and high schools to target individual student needs. Edgenuity is used both in our Diversion Program and our high school credit recovery programs. It is being used at the middle and high school levels as an intervention to help students reach college readiness benchmarks. It is also used to provide personalized learning for our gifted student population and our students in the Kenton County Academies of Innovation and Technology (KCAIT). The cost for renewal of our subscription to Edgenuity is $75,000.

    <u>**Recommendation:**</u> **It is recommended that the board approve the annual renewal of our subscription with Edgenuity.**

    3. SBDM Council Reports   **Enc. 2**

    For information only

  Agenda part of the Official Board Meeting.

  Mrs. Collins stated that it is necessary to go into Executive Session for the purpose of KRS 61.810(1) (c) (Litigation) and (f) (Personnel, Pupil Personnel).

III.   **Adjournment**

TITLE: Private School Services Program Consultant

QUALIFICATIONS:
1. Director of Special Education certification preferred
2. Administrative experience required
3. Knowledge of private school operational procedures.
4. Extensive knowledge of public school service requirements for eligible private school students with disabilities.
5. Extensive knowledge of ~~IDEA 1997/2004~~ IDEIA regulations.
6. Extensive knowledge of all areas of disability, especially low incidence areas.
7. Extensive knowledge of rules and policies governing due process forms and procedures for disability services.
8. Computer skills including experience with ~~STI/SETS~~ Infinite Campus.
9. Demonstrated excellent oral and written communication and organizational skills.
10. Ability to multitask and complete paperwork requirements within required timelines.
11. Proven ability to establish and maintain effective committee processes.

REPORTS TO: ~~Executive Director of Elementary and Special Education~~ Director of Special Education

PERFORMANCE RESPONSIBILITIES:
- Assist private school representatives with intervention, referral, evaluation and placement paperwork and processes for students with disabilities.
- Provide technical assistance to schools and staff ~~in the areas of disability~~ with policies and procedures related to students with disabilities
- Conduct Child Find activities as required by regulation.
- Work cooperatively with coordinators, principals and program directors in addressing issues, priorities, and needs within the program.
- Serve as liaison between private schools located within district boundaries, private school parents, and district personnel service providers.
- Coordinate and chair meetings with private school personnel related to referral and implementation of services.
- Compile and summarize required annual state reports on services to private school students with identified disabilities.
- Organize, set up and document the required annual consultation meeting between the district director and representatives of private schools.
- Assure compliance with Board goals and objectives related to private school students with disabilities.
- Assure compliance with federal, state and local IDEA regulations and procedures related to students with disabilities.
- Perform related duties as assigned.

TERMS OF EMPLOYMENT: Up to 230 DAYS - Salary Determined by Certified Salary Schedule

APPROVED: ~~4/18/05~~ 11/18/14

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Points of Pride for Dixie Heights High School:
- Continue to be classified as Proficient and Progressing and we appreciate our new banner for our school.
- Increased our overall state percentile from 55 percentile to 72 percentile
- Exceeded our AMO. The state set a delivery target for an overall score increase of .5 and Dixie increased their overall score by 3 points.
- Increased scores in 4 out of the 5 categories:
  - Achievement (68.0 to 69.4)
  - Gap (36.1 to 36.7)
  - CCR (54.9 to 61.3)
  - Graduation (91.8 to 92.1)
- Scored in the top 45th percentile in the state for Growth-Reading & 65th percentile for Writing
- Publicly recognized talented teaching staff
  - Kris Gillis who was rated in Cincinnati Magazine as 1 of the area's top educators which is based on going above & beyond the expectations of what a teacher needs to do
  - Suzanne Wadsworth was selected as a board member to the Kentucky Science Teachers' Association

In the 2012-2013 school year, what did Dixie Heights High School implement that positively impacted student learning, as reflected in the school report card?

Reading
- Increased the number of students who scored Distinguished in reading achievement by 1.5 points from a 14.2% to 15.7% and increased the number of students who scored Proficient/ Distinguished in reading gap scores by 6.4%

- Added AP Government, AP European History, and AP Music Theory
- Increased the number of students taking an AP English class where nearly half of the juniors at Dixie take either AP Lang or AP Lit
- Intentionally designed current electives to provide intervention skills
  - Multi-Cultural Literature
  - Debate
  - Short Stories
  - Speech
  - Creative Writing
- Continued the number of Read 180 & Sys 44 classes to include a sophomore level and expanded them to go year-round
- Added a Transitions English class (sophomore level) in order to provide support to the students who completed the Read 180 program but were not quite ready to enter a Springboard class
- Evaluated and streamlined elective courses
- PLC meetings where departments discussed student assessment data and brainstormed ways to improve instruction, such as, increasing opportunities for students to conduct time writing pieces
- Increased the number of PPR walks as well as more clearly defined our focus during the walks known at DX as the 5 Look Fors:
  - Clear Learning Target
  - Directly Connected Instructional Activity
  - Frequent Formative Assessment
  - Adjusted Learning Activity based on formative assessment
  - Bell-to-Bell instruction
- Had a 2 hour 'data dig' with core content teachers and planned how each teacher can help boost student assessment scores

Math

- Increased our Distinguished math score by .7%
    - PLC meetings where departments discussed student assessment data and brainstormed ways to improve instruction, such as, increased opportunities for students to asking higher level of questions to students during class
    - Increased the number of PPR walks as well as more clearly defined our focus during the walks, known at DX as the 5 Look Fors
    - Had a 2 hour 'data dig' with core content teachers and planned how each teacher can help boost student assessment scores
- Decreased the number of students scoring novice in math gap scores by 2.4%.
    - Continued *Equals Math* and *Hands-On Math* intervention classes, added *Hands-On Math* for freshman
    - Expanded College and Career Readiness intervention classes to juniors
    - Designed more specific intervention class targeting specific skills (Consumer Math for those who scored below 16 benchmark & CCR Math for those who scored between 16-19)
    - Conduct PD training on effective learning targets, formative assessments, lesson planning & CIITs assessment builder

College/Career Readiness

- Increased our overall score from 54.9 to 61.3 for a gain of 6.4 points.
    - Continued to identify students who did not meet ACT benchmark and placed them in CCR classes to assist them with deficit skills and then take the ASVAB or KYOTE tests

- Trained more faculty on Compass to provide more opportunities for students to reach benchmark on their test scores
- Streamlined career pathways and increased opportunities for students to earn industry certifications
- Students who earn College-Career Readiness status sign a banner that hangs in the front-of-school commons

- Increased the overall composite score on the ACT from 20.5 to 20.8 and increased our scores in all 4 areas (English, math, reading, and science)
    - Last year, our faculty continued to meet with each students to discuss their PLAN results and set goals for what to do to achieve benchmarks on the ACT
    - Last year, the faculty held ACT-prep nights where students took practice ACT tests and then certified teachers assisted them with instruction in areas of need
    - Created a monitoring tool to meet with freshman who are 1 tier below benchmark on the MAP test to individually review progress on their MAP scores throughout the year with the freshman coordinator

Graduation Rate
- Increased the graduation rate from 91.8% to 92.1%
    - Principal personally met with each student who planned on dropping out to discuss alternatives
    - Principal attended monthly meetings at the board of education to discuss individuals who had or were at-risk of dropping out of school
    - Held a "Commit to Graduate" ceremony with all of our freshman students
    - Began a mentoring program where teachers individually mentor students who are at-risk of dropping out of school. Mentors review grades with students each month.

- Implemented performance-based learning as an option for students at-risk of dropping out of school
- Freshman coordinator conducts regular meetings with 2nd and 3rd time freshman to monitor current grades in all classes
- Increased our School Within a School program with an additional lab to increase the number of students who have access to on-line learning and have an additional opportunity to make up credits

Beginning in August 2013, what did Dixie Heights High School implement that is believed to positively impact student learning?

- PLC groups will continue in the process of examining elective courses by connecting them with content standards or CCR skills to determine if there are any missed opportunities to teach a standard or CCR skill
- During Data Digs, met with content-specific groups to analyze data to focus more intently on data that relates to their instruction
- Meeting with students to review their PLAN scores with English and math teachers joining the conversation
- Obtained more variety in ACT practice materials and more intentionally divided up the materials in order to decrease the overlap among teachers
- Created a schedule where math, English, science, and social studies classes allotted a block of time to focus on ACT skills with their students.
- Improved our fidelity with implementing Positive Behavior and Instructional Support (PBIS) as Colonel Cash has become an integral part of our culture and increasing positive behavior.
- Trained more teachers and more frequently offer the KYOTE test

Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

1) To increase our College/Career Readiness Score from 61.0% to 73.0% achieving benchmark

- Offer PLAN skill sessions throughout the year where students' bring their PLAN test results to obtain assistance on the skills that are outlined as an area of growth.
- Offer more ACT-prep practice nights throughout the year where students' entrance ticket is a completed ACT practice test. Teachers are available to assist students with incorrect answers
- Offer PLAN-prep practice nights throughout the year where students' entrance ticket is a completed ACT practice test. Teachers are available to assist students with incorrect answers
- Utilize ACT practice tests created by district consultants with more fidelity and use the results to drive instruction as well as targeted skill instruction for identified deficits
- Continue to expand our career pathways & industry certifications

2) Increase the percentage of students who are College/Career Ready from 61.0% to 73%

- Identify interventions for all students who score below the 40 percentile in MAPs reading
- Investigate implementation of new KYOTE reading assessment
- Increase interventions for students below grade level in math by researching Math 180 and ALEKS programs

CSIP Updates:

Goal	Objectives	Results
Wellness	Collaborate to create a plan to increase the awareness of all faculty members of the district and school wellness policy to 100% by 08/31/2014 as measured by survey results	No progress
Program Reviews	Collaborate to increase the percentage of proficient standards for Writing from 75% in 2012 to 80.3% by 06/30/2013 as measured by the Program Review State Report.	Program Review Results: We scored 73.8% on the 2014 writing program review.
Freshman Graduation Rates	Collaborate to increase the average freshman graduation rate from 91.8% to 92.5% by 05/30/2013 as measured by the graduation rate as reported on the Kentucky School Report Card.	Freshman Graduation Rate Results: 93.1% in 2014. New delivery target is 93.2%
Achievement Gap	Collaborate to increase the average combined reading and math proficiency percentage from 10.9% in 2012 to 25.3% for students with disabilities by 10/01/2013 as	Achievement Gap: 6.1% percentage of our students in gap group were proficient in combined reading and math. New delivery target of 34.6%

	measured by School Report Card.	
College/Career Ready	Collaborate to increase the percentage of students who are college and/or career ready from 54.7% in 2012 to 67.6% by 10/01/2013 as measured by School Report Card.	College/Career Ready: 61.0% of students were classified as college and/or career ready.
Achievement Gap	Demonstrate a proficiency by increasing the average combined reading/math proficiency from 35.2% in 2012 to 47.4% by 10-01-13 as measured by School Report Card.	Achievement Gap: 34.9% of students in the Gap Group demonstrated proficiency in combined reading and math. New delivery target of 53.9%

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Points of Pride for Simon Kenton High School:
- ACT composite increased from 19.9 to 20.3.
- Number of students meeting benchmark in all three areas (English, Math, and Reading) increased by at least 5 percentage points.
- Overall accountability score increased from 71 to 71.4
- Percentile in Kentucky increased from 72 to 73.
- Able to maintain as a proficient school and increase our success from the previous year.

1. In the 2013-2014 school year, what did Simon Kenton High School implement that positively impacted student learning, as reflected in the school report card?

   A. The number of students proficient or distinguished in Reading (70.3%), Science (74.9%), and Social Studies (72.4%) all increased from the 2012-2013 school year.

      - More frequent PLC meetings with more focused groups to align curriculum, review student work, develop common assessments and develop instructional strategies.
      - Data analysis and department improvement plans were more frequently evaluated and revised.
      - Math and English MDC and LDC training and lessons.
      - Teachers were required to upload weekly goal sheets (lesson plans) in CIITS allowing administrators to easily see learning targets and formative assessment measures when completing learning walks.
      - Increase frequency of college readiness (ACT) skill oriented lessons.

B. The overall GAP score increased by 1.1 points including being significantly above the state average in Reading, Science, Social Studies and Language Mechanics.

- Increase in identification of students needing extra help to increase achievement.
- Targeted RTI during SKORE including sections in reading, math, and English at all grade levels.
- Expansion of intervention classes including Read 180 and FOMD.

C. The number of students meeting the ACT benchmark increased in English (55.8% to 62.5%), Math (44.9% to 49%), and Reading (48.7% to 54.3%)

- Junior teachers focused on developing ACT skills using released items, taking practice tests, analyzing the results and reteaching necessary skills.
- PLC's used data from practice tests to develop lessons to address deficient areas as well as common assessments to measure progress.

2. Beginning in August 2014, what did Simon Kenton High School implement that is believed to positively impact student learning?

A. Increased the number of RTI classes during SKORE which will allow more students to receive remediation and assistance during SKORE.

B. Increased analysis of test data to identify students close to benchmark and deficient areas to allow for more focused instruction and increase the number of students able to reach college readiness.

C. Focused learning walks by administrators
- Will increase the number of classrooms visited.
- Feedback will be more detailed and timely.
- Classrooms visited will be evenly spread throughout all contents.

D. Continuation of effective strategies identified in test analysis meetings from October 2013 such as monthly ACT prep tests and increased reading instruction in all content areas.

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

   A. 52.5% of Simon Kenton graduates were college and/or career ready in 2013-14.
      - Junior teachers will continue to emphasis ACT skills in their classes and increase the frequency of using release items and practice tests to analyze students' needs and address areas of concern.
      - Freshman and sophomore teachers will continue to prepare students for the PLAN test as well as implement their aligned improvement plans.
      - The PLCS department will continue to increase the number of certification tests taken in order to show career readiness.
      - Seniors that have not met ACT benchmarks will be identified and receive remediation during SKORE. These RTI groups will be more focused and determined using their previous ACT scores.

   B. Achievement, Gap, Growth, College and Career Readiness for all Content areas
      - Teachers are analyzing the data (MAPS, Explore, PLAN, ACT, etc) for their current students to determine where students currently are and how to move them forward.
      - Teachers will create pre and post tests as well as interim assessments to determine if growth is being made by all students. The type of assessment will vary depending on the grade level of the student.
      - Teachers will continue to emphasis all types of reading in their classes as well as teach appropriate reading strategies.
      - Math and English teachers will continue LDC and MDC training, implementation and analysis.
      - Continue to implement Prep and Prep + learning experiences for eligible students.

CSIP Updates:

Goal	Objectives	Results
Program Reviews	Collaborate to increase our school's Arts and Humanities proficient standards from 79 % in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.	Program Review Results: We scored 88% on the 2014 A&H program review.
Program Reviews	Collaborate to increase our school's PLCS average proficient standards from 75% in 2013 to 85% by 05/31/2014 as measured by Program Review State Report.	Program Review Results: We scored 98% on the 2014 PLCS program review.
Program Reviews	Collaborate to increase our school's Proficient Writing standards from 96% in 2013 to 97% by 05/31/2014 as measured by Program Review State Report.	Program Review Results: We scored 100% on the 2014 Writing program review.
Freshman Graduation Rates	Collaborate to increase the graduation rate from 90.1% in 2013 to 91% by 10/01/2014 as measured by school report card graduation rate.	Freshman Graduation Rate Results: 91.2% in 2014.

Achievement	1- collaborate to increase the percentage of students proficient and distinguished in the gap group for special education language mechanics, from 21.6% in 2013 to 33.7% by 10/01/2014 as measured by school report card delivery targets.	Achievement Gap: Language Mechanics Results: 21.6 % percentage of our students with disabilities were Proficient and Distinguished in Language Mechanics.
	2- Collaborate to increase the percent of proficient students in math from 33.5% in 2013 to 40% by 10/01/2014 as measured by the School Report Card in Achievement.	2- Achievement: 31.7 % percent of our students were Proficient and Distinguished in math.
	3- Collaborate to increase the percent of proficient students in reading/English from 60.8% in 2013 to 66% by 10/01/2014 as measured by EOC and by the number of students who reach college readiness benchmarks.	3- Achievement: 64.5 % percent of our students were Proficient and Distinguished in reading/English.
	4- Collaborate to	4. Achievement: 54% of students showed

	increase average proficiency in all subjects from 51% in 2013 to 58% by 05/30/2014 as measured by proficiency on EOCs. 5. Collaborate to increase the average ACT score from 19.9 in 2013 to 20.3 by 05/30/2013 as measured by ACT scores.	proficiency on EOCs. 5. 20.3 was the average ACT score in May 2013.
College and Career Ready	Collaborate to increase the number of students who are college and career ready from 53.1% in 2013 to 65% by 10/01/2014 as measured by the School Report Card.	52.5% of students were college and career ready in May 2014.
Wellness Plan	Collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2014 as measured by survey results.	All faculty members were aware of the district and school Wellness Policy by August 2014.

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Points of Pride for Scott High School

- We are very proud of our gain in our Overall Accountability Score from 62.7 to 71.4. This constitutes a 45 percentile increase and a classification as a proficient school.

- We are very proud that each and every indicator showed improvement
    - Achievement (50.8 *pts.* to 65.4 *pts*)
    - Gap (24.7 *pts* to 32.4 *pts*)
    - Growth (56.8 *pts* to 62.5 *pts*)
    - College and Career Readiness (44% to 62.5%)
    - Graduation Rate (87.9% to 91.7%)
    - Program Reviews (95.4 *pts* to 100 *pts*)

1. **In the 2013-2014 school year, what Scott High School implemented that positively impacted student learning, as reflected in our school report card.**

    - Scott Universal Instructional Goals
        In the spring of 2012, at the request of the principal, a team of administrators and consultants conducted and in depth review of the instruction at Scott High School. That report, along with consultation of department heads, resulted in the formation of Scott Universal Instructional Goals. These instructional goals/expectations have been the focus of the professional learning and PPR walks at Scott High School since the summer of 2012. Scott Universal Instructional Goals are a set of best practice strategies which are being implemented at Scott in every classroom.
        - High Quality Learning Target/Objective displayed every lesson throughout the period
        - Daily use of organized formative assessment strategies
        - Daily use of organized high quality student to student activities
        - Regular high quality use of text
        - Require all students to engage in every lesson from bell to bell

    - Implementation of <u>RTI classes</u> for freshman and sophomores who have not yet reached reading and math benchmarks. That is, any freshman and/or sophomore who is not performing above benchmark in reading and/or math are receiving an additional 72 hours of instruction each year in the target area(s)

- Targeted intervention with Seniors who did not meet benchmarks on ACT
  - SBDM added additional staff in the areas of English and Math (.5 position in each department) in order to work with students in small group and one on one in order to raise their performance level above ACT benchmarks.
  - Administrators held small group and individual discussions with students below the ACT benchmarks in order to assure understanding and buy-in from students.
  - Senior level math and English teachers received training in the curriculum, instructional strategies, identifying and targeting skill deficits, as well as testing procedures related to the Compass and KYOTE assessments.
  - Targeting of At-Risk Seniors
    (Four year -graduation rate in 2014-83.9%)
    - Weekly meeting will be held with the administrative team, including the senior counselor and senior administrator, to review all at risk seniors as identified by grades, bench mark indicators, and the persistence to graduate instrument.
    - School within a school setting will continue to be available for all students who are behind and/or need an alternative setting for instruction. Weekly progress monitoring has been implemented in this setting. Students who are not being successful receive additional intervention.
  - School Wide Recognition Program for College and Career Ready Students
    (CCR 2014-61.5%; 62.5% with bonus)
    - Students who have previously achieved College Ready Status are recognized in a celebration at Scott High School, on the walls of the commons, and digitally on presentation screens throughout the school.
    - As other student achieve College Ready Status they celebrated as well as recognition added to the walls of the commons and digitally on presentation screens throughout the school

- Departmental PLC's and Collaboration Model:
  - Aligned instruction in all grades
  - Introduced best practice teaching strategies including reading, writing, and frequent utilization of primary and secondary sources-student manipulation of text
  - Raised level of rigor in class assignments

- Springboard Curriculum and Strategies in Math and English:
  o Aligned our instruction in all grades in Math and English.
  o Improved best practice teaching strategies in our Math and English classes
  o Raised the level of rigor in class assignments
  o Increased the quality and fidelity of embedded assessments
  o Provided additional focus for Math and English PLC's

- Learning Design Collaborative (LDC)
  o Increased collaboration and planning across contents, focused on reading and writing for learning.
  o National model teachers designing and implementing best practice instruction through collaboration with district consultant and lead teachers throughout the district
  o Students reading, writing and manipulating text in English, Social Studies, and Science

- In the 2012-2013 Scott High School implemented the Renaissance Academy. This is a student choice academy for freshman and sophomores at Scott High School in 2012-2013 there were approximately 60 freshman and 60 sophomores enrolled in this academy. Students in the Renaissance Academy experience a set of core classes which are more project based than other classes. Renaissance Academy students work in groups more often and are expected to access their "right brain" (creativity and intuitive thinking) more often than in other more traditional classrooms. Students in the Renaissance Academy learn at an accelerated rate which includes 3 years of English and Social Studies within their first two years of high school. MAP data collected in 2013-2014 indicate much greater **growth** and **achievement** in math and language skills for Renaissance Academy students when compared to national averages. Plan data collected in 2014-2015 school year indicate these students are performing at a much higher level than other students taking the Plan.

  ** Students who exited the Renaissance Academy in 2013-2014 are now taking senior and college level classes as juniors. The Renaissance Academy has continued into 2014-2015 and show similar trends in data and performance.

2. Beginning in August 2014, what Scott High School implemented that will positively impact student learning.

- We are expanding the implementation of RTI classes to include juniors who have not yet reached reading and math benchmarks. They receive an additional 72 hours of instruction in the target area(s)
    - Juniors who are not reading above the benchmark at Scott High School are enrolled in an additional 12 weeks (72 hours) of English instruction specifically targeted at improving the specific skills the students are lacking as identified through MAP.
    - Juniors who are not performing above the benchmark in mathematics at Scott High School are enrolled in an additional 12 weeks (72 hours) of Algebra II in order to increase their chances of becoming College Ready.
    - Seniors who are not performing above the benchmark in mathematics are scheduled into their senior math class based on benchmark scores (ACT, KYOTE, Compass)

- PPR Walks, evaluations, peer feedback
    - Administrative team visits at least 50 classrooms each week. Teachers are to receive regular feedback and coaching on how to increase the rigor and engagement in their classrooms. Teachers who are not being successful are to receive a higher level of intervention and support from administration.

- Focused course selection and prerequisites for classes
    - We have added multiple dual credit options for our students at Scott High School including options on site through dual certified teachers as well as off site classes. (e.g. Eng 101-College Writing, NKU History 102 and 103)
    - Students are placed into many classes based on their ability levels as measured on MAP reading and MAP math assessments. This places students in classes where they will get the most appropriate level of instruction.
    - We are beginning to review our course selection at Scott High School utilizing the lens of "College and Career Ready". We hope to either transform classes into pathways and/or replace them with more relevant classes. Additionally, we are exploring improved implementation of the Individual Learning Plan in order to better advise students.

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- School Wide PBIS

    Positive Behavior and Instructional Support (PBIS) has reached a new level for us at Scott. We seemed to have finally reached a crucial point in our PBIS system in which students are beginning to embrace the essentials of the program. Essential PBIS components have infiltrated every part of our school culture. Positive interactions, student reinforcement, and eagle cash have become part of normal functions. It is having a positive effect on our student/school culture and discipline as reflected in our data.

- The New Wing

    Scott High School would like to give a big THANK YOU, to the Kenton County Board of Education for investing in Scott High School facilities.

    Scott High School students and staff were fortunate to move into a new state of the art wing consisting of 28 classrooms with walls, doors, and windows. While a new building can by itself improve building performance and school culture, we hope to go beyond that influence. We made significant gains in many areas this past year while implementing a number of programs and changes. Moving into a new wing this year has only served to accelerate our process of continued improvement.

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

Career Ready Options
(In 2013-2014 only 3 Scott Students achieved Career Ready Status)

- Currently there are more than sixty students who are potential completers in the Scott High School's Culinary Arts Pathway. These students are expected to be eligible for KOSSA testing in the Spring of 2016.
- Scott SBDM are exploring the best way to rebuild business pathways at Scott
- Scott High School students have access to the Kenton County Academies of Innovation and Technology. We are continuing to adjust our course offerings and advising practices in order to take full advantage of these opportunities for our students.
- We are planning on offering a number of feeder classes in 2015-2016 which would better prepare students to enter a Kenton County Academies of Innovation and Technology as a sophomore.

GAP Performance
(GAP 2014-32.4%)

- Specific training for teachers to differentiate instruction in the classroom as well as provide accommodations and modifications to students
  - Specific PLC's will be dedicated to training staff on strategies for developing and implementing accommodations and modifications in the classroom
  - Documentation procedures and administrative walks will be utilized to monitor implementation, feedback, and data collection around the implementation of providing students with appropriate accommodations and modifications

- Participation in *Co-Teaching for Gap Closure (CT4GC)*
  - The Co-Teaching for Gap Closure Grant involves
    - 2 to 3 years of staff training
    - Off site and embedded trainings with SHS staff and KDE consultants
    - Collaboration with school wide professional development
  - Scott High School in collaboration with central office staff are completely reconfiguring our special education department and are conducting regular trainings and interventions with our teachers
  - Our goal is co-teaching models completely implemented in Math and English classes

CSIP Updates:

Goal	Objectives	Results
Student Achievement GAP	1. Collaborate to increase the combined percentage of reading and math proficiency for all students from 36.3% to 47.6% by 10/01/2014 as measured by EOC assessments in Math and Reading. 2. Collaborate to increase the percentage of proficiency for GAP students in reading from 41.0% to 44.7% by 10/01/2014 as measured by EOC in English II. 3. Collaborate to increase the percentage of proficiency for GAP students in math from 12.2% to 41.7% by 10/20/2014 as measured by as measured by EOC in Algebra	Student Achievement for all Students- Combined Percentage Reading & Math Proficient 43.2% (36.3% in 2013; 34.5% in 2012) Percent Proficiency-Reading Gap (EOC)-42.4% (41% in 2013; 26.3% in 2012) Percent Proficiency-Math Gap (EOC)-21.3% (12.2% in 2013; 27.1% in 2012)

NAPD

EOC	2014	2013	2012
English II	69.9	56.3	46.1
Algebra II	52.5	46.6	49.3
Biology	72.2	26	30.2
US History	72.3	66.7	49.8

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Goal	Objectives	Results
Freshman Graduation Rates	Collaborate to increase Freshman Graduation Rate from 87.9% to 89% by 08/20/2014 as measured by Freshman Graduation Rate.	Freshman Graduation Rate Results: 4-year Graduation Rate: 83.9% (87.9%-2013; 75.2%-2012) 5-year Graduation Rate: 91.7%
College and Career Readiness	Collaborate to increase the percentage of seniors who achieve College and Career Readiness from 43.8% to 65.2% by 06/30/2014 as measured by the College and Career Readiness calculation on the School Report Card.	Career and College Ready Results: 62.5% (44%-2013; 52.4%-2012)

Program Reviews		Program Review Results:
Writing Program	Collaborate to improve the quality of student writing from 79% proficiency in May 2013 to 84% proficiency by 05/23/2014 as measured by writing program review.	Scott High School was proficient on 79% of the standards of the Writing program review in 2013. Scott High School was proficient on 100% of the standards of the Writing program review in 2014.
Arts & Humanities Program	Collaborate to improve performance on the Arts and Humanities program review from 91% proficiency in May 2013 to 95% proficiency by 05/30/2013 as measured by Arts and Humanities Program Review.	Scott High School was proficient on 91% of the standards of the Arts & Humanities program review in 2013. Scott High School was proficient or distinguished on 91% of the standards of the Arts & Humanities program review in 2014. (We were distinguished on 60% of the standards)
Practical Living and Vocational Studies Program	Collaborate to improve student performance in Practical Living and Vocational Studies from 39% proficiency in May 2013 to 50% proficiency by 05/23/2014 as measured by the Practical Living and Vocational Studies Program Review.	Scott High School was proficient on 39% of the standards of the Practical Living program review in 2013. Scott High School was proficient or distinguished on 75 % of the standards of the Practical Living program review in 2014.
Wellness Plan	Collaborate to create a plan to increase the awareness of all faculty members of the district and school wellness policy to 100% by 08/31/2014 as measured by survey.	Scott High School has formed a committee to create a school wellness policy. The policy is planned for completion by the end on 2014-2015 school year.

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Points of Pride for **Turkey Foot Middle School:**

- Receiving a Distinguished Rating for KPREP – Overall Percentile Increased from 65th to 92nd
- Overall NAPD KPREP Writing Score Increased from 67.5% in 12/13 to 79.5% in 13/14
- Novice Reduction in KPREP Reading 18.2% in 12/13 to 16.5% in 13/14
- Percentage of P/D in Math increased from 49.8% in 12/13 to 60.4% in 13/14

1. In the 2013 – 2014 school year, what did **Turkey Foot Middle School** implement that positively impacted student learning, as reflected in the school report card?

- Reading
    - Overall novice reduction was 18.2% down to 16.5%
        - Additional READ 180 teacher added serving all grades; additional 60 students served
        - Implemented E21 curriculum in 7th (1 class) and 8th grade (2 classes)
        - System 44 teacher was added (1 class)
        - MAP data was used to identify placement of students in programs based on need
- Writing
    - Overall increase in writing
        - Writing across the contents: Ex. SS paragraphs of the week,
        - LDC in Science and Social Studies
- Math
    - Overall increase the percentage of P/D from 12.2% in 12/13 to 20.5% in 13/14
        - Specific math instruction during RTI – grouped by MAP scores ALEX and Do the Math Now
        - Teachers using Springboard with fidelity: Attending MDC meetings and following the curriculum map

2. Beginning in August 2014, what did **Turkey Foot Middle School** implement that is believed to positively impact student learning?

- An entire class period dedicated to RTI for those students who are at the 40th percentile in Reading and below the 30th percentile in Math on MAP– expected to reduce number of novice students and increase the number of proficient and distinguished students
  - Direct instruction in reading and math
  - Students grouped according to overall MAP RIT scores; will change throughout year depending on needs
- Addition of 4 periods of System 44 class – expected to reduce the number of novice readers
- Five periods of Read 180 taught by a ELA teacher with support from an instructional assistant and a collaborative teacher
- Provided a stipend for a person to organize and disseminate data – expected to reduce achievement gaps by making data driven decisions to meet the intervention placement needs of students and monitor progress
- PBIS: Continued culture/climate focus is expected to increase achievement of all students by improving the climate of the school by giving intense instruction on school-wide expectations

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

- Our Overall NAPD KPrep Reading achievement data showed that we only increased 1/10 of a percent in achievement. Additionally, there was a decrease in our percentage of students scoring distinguished: 22.9% in 12/13 to 15.6% in 13/14
  - Providing specific time for KPREP-like reading tests - longer passages so that our students are better prepared for the passages given on KPrep
  - Insuring participation of all ELA, Social Studies and Science teachers in the LDC meetings
  - Adding more rigor to our Prep and Prep+ classes ex: additional texts, additional novel, renewal of commitment to accountable talk
  - An additional Reading class during Encore time

- Our Overall NAPD KPrep Math data showed an increase of 69.7% in 12/13 to 79.5% in 13/14. However, our overall Novice reduction was only 6/10 of a percent.
    - Intentional grouping of students based on MAP data for content math
    - Additional instruction for all teachers working with our novice math students to help them differentiate instruction and incorporate interventions
    - Emphasis on co-teaching in low RIT classrooms

There is a significant difference in the percentage of Proficient/Distinguished Reading/Math Combined between Regular Education Students and Students with Disabilities – 60.2% P/D for Regular education students as compared to 11 % P/D for Special education students. There is a significant difference in the percentage of Proficient/Distinguished Reading/Math Combined between Regular Education Students and LEP Students: 60.2% P/D for Regular education students as compared to 6.3 % P/D for LEP students

- Professional Development: All teachers were able to look at individual student data and were asked to define 3 things they can do in their classroom to improve student outcomes
    - Provide specific instruction in areas of weakness for students after school
    - Intentionally group students based on MAP data in order to be able to differentiate instruction in the classroom
    - Set MAP goals with individual students
    - Work to build relationships with students
    - Utilize resources and information from PLC to enhance student learning
- Mentoring program: All students with disabilities and all ELL students will meet with their teacher and review "My Plan for Success". This will allow the students to understand their own data and what it means for them and will also help students set goals.
- Dedicated time every day for students with disabilities to receive academic support

- Weekly Special Education teacher meetings focused on data and improving differentiated instruction
- Provide a teacher to work with LEP students for 4 periods a day
- Instructional assistant assigned to work with LEP students 2 times a week
- Peer tutors working with LEP students during this dedicated time
- Professional Learning Communities (PLC's) – expected to increase student achievement of all students with an Intentional focus on the 3 Components of Quality Instruction: Beginning with the End in Mind, Gauging Student Progress and Adjusting in Response to Formative Assessments, and Engaging Students in Collaborative Work with Individual Accountability
    - Teachers are reviewing and rewriting learning targets that include content specific vocabulary and are using the learning targets to let students understand their goal for learning
    - Teachers are planning time for formative assessments and are working with small groups or individual students who are not progressing as evidenced by the results of the formative assessment
    - Teachers are researching and discussing various models of collaborative groups with an emphasis on students having individual responsibility for their work even as they work in groups
    - Teachers will be looking at student artifacts and discussing their merit and ways to improve student learning

College and Career Benchmark

7th to 8th grade longitudinal data from the Explore test was disaggregated to determine the percentages of students reaching benchmark. English – 7th 83% and 8th 73%, Math – 7th 30.3% and 8th 38%, Reading 7th 31% and 8th 33% and Science 7th 32% and 8th 44%

- Reading passages that mirror the ACT will be used during RTI with specific instruction in skill deficits
- Math problems/questions that are similar to the questions on the ACT will be used in RTI and as bell ringers during Core time.
- Meet with each 8th grade student to review the Explore results and discuss what this means to them as they head to high school
- **Further disaggregation will allow teachers to define areas of weakness that can be addressed in 7th grade in preparation of for the test in 8th grade**

CSIP Updates

Goal	Objectives	Results
Program Reviews	Collaborate to increase the percentage of proficient standards from 74.4% in 2012-13 to 88.1% by 5/31/14 as measured by the Program Review	Program Review Results: The percentage of proficient standards as measured by the Program Review increased to 85.9% by 5/31/14.
K-Prep Combined Proficiency	Collaborate to increase the average combined reading/math KPREP Proficiency scores from 55.6% in 2012-13 to 63.4% in 2013-14 as measured by school report card delivery target	KPrep Combined Reading and Math P/D Results: 60.2% of our students were proficient in Reading and Math as measured by the school report card delivery target. While this is an increase from the previous year, we did not meet our delivery target.
Achievement Gap	Collaborate to increase achievement for students with	Achievement Gap: 11 % of our students with

	disabilities in combined Reading and Math so that the % of P/D increases from 13.3% in 2012/13 to 28.6 by 10/2014 as measured by school report card delivery targets.	disabilities were Proficient and Distinguished in Combined Reading and Math. This is below the district and state percentages.

Wellness	Collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 8/31/2014 as measured by survey results.	Results: 100% compliance with the goal.

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Points of Pride for Summit View Middle School:

- SVMS met AMO; goal was 62.7, we met AMO at 65.6. We continue to be a progressing school.
- We improved our state percentile ranking from 47%ile in 2013 to the 64%ile in 2014.

1. In the 2013-2014 school year, what did Summit View Middle School implement that positively impacted student learning, as reflected in the school report card?

In the area of Math:

- Overall Math achievement score increased from 64.9 points to 70.9 points in 2014 and received our first-time bonus of 1.7 points.
    - Math teachers received additional in-depth professional development in Springboard strategies.
    - Math teachers participated in math cadre meetings to develop strategies for the classroom and address math content issues.
    - Implementation of *Do The Math Now* at every grade level. Students scoring below grade level on MAP testing were placed in DTMN classes. MAP scores were analyzed after each session of MAP testing.
    - All Math teachers received professional development on MDC/Mathematical Design Collaborative.
    - Math teachers analyzed math MAP data and 2013 K-prep data to identify student for RTI groups, ESS, and student assistance team.
    - Math teachers used MAP data to focus on remediation of skills and extension of the math curriculum in flexible RTI groups quarterly. RTI groups were restructured as needed to address student skills need in reading.
    - Teachers in 8th grade held campaign to positively promote students improving scores in Reading and Math. Challenged the students to do their best, set goals and show growth on MAP scores each session.
    - All grade levels posted, in celebration, students who met Proficient or Distinguished on their 2013 K-Prep or grew on their MAP each test session.
    - Students scoring novice on K-Prep or below grade level on MAP were identified to attend ESS for math and reading twice a week.

In the area of Science:

- Overall achievement score in Science went from 84.0 points to 85.5 in 2014. Proficient /Distinguished totals increased from 62.2% to 69% in 2014 and we received 10.0 bonus points. Gap group Science totals also increased Proficient/Distinguished totals from 48.4% to 62% in 2014.
    - Science teachers trained in Springboard strategies and reading strategies to use in the science classroom.
    - PLC for science teachers focused on lesson development to include higher level learning activities, more rigorous questioning, and vocabulary development.
    - Job embedded training for 7th grade teachers included item analysis of Explore questions. Results used as bell ringers, remediation or re-teaching in classes.

    o Science classrooms used flexible groupings to remediate ACT/ Explore standards and skills in Science.

In the area of Writing:

- Our overall achievement score in Writing remained the same at 64.9 points. However, 6th increased proficient/distinguished total from 45.9% to 56.7% in 2014.
  - o ELA teachers developed and implemented writing non-negotiables for all other content areas to use when doing any writing.
  - o ELA teachers received additional in-depth professional development in Springboard strategies.
  - o ELA, Science, Social Studies teachers received training in LDC (Literacy Design Collaborative) writing strategies for ELA, SC and SS teachers.
  - o 6th grade teachers implemented on-demand writing drills and live scoring each quarter in their classrooms.

2. Beginning in August 2014, what did Summit View Middle School implement that is believe to positively impact student learning?

- o One certified ELA teacher to teach all Read 180 classes and System 44.
- o Monthly meeting for data analysis of Read 180 and System 44 in the areas of fluency, vocabulary and reading comprehension, SRI, and SPI scores.
  - ▪ Data was used to identify students who may need a higher tier of intervention in reading.
- o Using spring MAP data we structured RTI groups to target specific reading and math skills.
- o All teachers received instruction in using text effectively in RTI and the classroom.
- o Using MAP data and 2013 K-prep data we implemented a "Springboard 40" class for students identified in 40%ile and below in reading, but do not qualify for Read 180.
  - ▪ Students receive Springboard curriculum with a focus on specific student needs with supplemental materials to fill in knowledge and skill gaps.
  - ▪ Students making progress out of Read 180 will go into "Springboard 40" class.
- o All teachers will practice live scoring and modeling of distinguished constructed responses each quarter.
- o On-going MAP data analysis:
  - ▪ Identify all students needing remediation in math and reading after Fall testing to identify the students needing remediation.
  - ▪ Identify students who are not making growth from fall to winter test sessions and target them for ESS.
  - ▪ One on One goal setting with the Administration and the Counselors for all students after the fall testing session and after the winter test session.
- o All 7th graders are taking Explore Test and teachers will complete an item analyze to determine instructional and remediation needs in Reading, Math, Science and English and placement of the key topics in the curriculum map.
- o Implemented Careers Class for students in 6th, 7th, and 8th grades.

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

- The continued implementation of 30-60-90 day plan to add focus, monitoring and accountability.

- Overall Student Growth total decreased from 59.2 points to 58.8 points, our Reading Achievement increased only .8 and the percent of Distinguished readers decreased from 15.4% to 9.2% in 2014.
    - Continuation to utilize the implementation of the Read 180 and the System 44 reading intervention programs.
    - Monitoring of classroom instruction to ensure interactions with text and rigor in all classrooms.
    - Training for ELA, Science, Social Studies and Encore teachers to include differentiation, reading strategies and Springboard strategies in all classes.
    - Targeted RTI for students scoring novice in reading or below grade level on MAP.
    - PLCs to focus on continued professional learning of differentiated instruction for all students, including prep and prep+ students.
    - RTI target lessons to include reading passages and skills for all students, including prep and prep+ students.

- We are a focus school in three areas; students with Disabilities in Reading, students with Disabilities in Social Studies and students with Disabilities in Writing
    - Restructure department meetings in Special Education by grade level. Focus of meetings must be student progress and skill needs and successes.
        - Weekly progress monitoring in reading, writing, and social studies.
        - Interventions for students not making progress on goals or content.
        - Job embedded training for special education teachers and content teachers on effective reading strategies for students with disabilities.
        - Continued implementation of co-teaching
    - Monthly data analysis of reading data in Read 180, System 44 to determine students needing additional tier interventions.

- Overall 2014 Writing K-Prep scores stayed even at 64.9 points in 2014.
    - 6th and 8th grade level on-demand writing for every student. Based on the results the students scoring Novice will attend a "Writing Boot camp" to receive lessons in writing an on-demand writing piece.
    - Teachers must plan for one live score per month and continue to model proficient responses for all students and allow for students to develop pieces with effective feedback and continued revisions.

- CCR; Our overall score decreased from 49.1 points to 48.8 points.
    - 7th Grade students take the Explore Test
    - Teachers complete item analysis that will be used in lessons through 7th grade.
    - PLCs with consultants to address item analysis in 7th and 8th grades
    - Monitoring of lesson plans to include rigorous and higher level activities in the classrooms.
    - Integration of key topics from Explore/ACT into the curriculum map.
    - Integration of Explore/ACT type questions in all content assessments

CSIP Updates

Goal	Objectives	Results
Program Reviews	Collaborate to increase our schools A and H from 55.9% in 2013 to 85% in 2014 and PLCS from 52.6% in 2103 to 73.8% as measured by Program Review state report.	Program Review Results: 92.5% of our A & H standards were proficient. 88.8% of PLCS standards were proficient.
K-Prep Combined Proficiency	Collaborate to increase the K-Prep proficiency score in • reading from 51.2% in 2013 to 55.3% in 2014 • math from 42.1% in 2013 to 55.8% in 2014.	KPrep Combined Proficiency Results: • 60.9 % of our students were proficient in Reading and • 61.3% of our students were proficient in Math.
Achievement Gap	1. Collaborate to increase achievement for students with disabilities in reading from 9.8% in 2013 to 26.3% in 2014 as measured by 2014 school report card delivery targets. 2. Collaborate to improve our College Readiness by 5% in each of the sub domains as demonstrated on the Explore results by the 2014 K-Prep results. 2013 2014 66.4% in English to 69.7% 40.4% in Math to 42.4% 40.0% in Reading to 42.0% 17.4 % in Science to 18.27	1. Achievement Gap: 11.3% of students with disabilities scored proficient or distinguished in reading on the 2014 K-Prep. 2. Students meeting benchmark on each of the sub domains: 65.9% in English 36.8% in Math 43.0% in Reading 15.5 % in Science

| 3. Wellness Goal | 3.
Collaborate to create a plan to
Create a Wellness committee and increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 8/31/14 as measured by survey results. | 3.
As of October, 2014 there is a wellness committee with balanced representation of the school faculty. The Wellness committee is currently planning for activities for the 2014-15 school year. According to the "Spring into Wellness" Night, 78% of the staff know of the school Wellness Policy. |

Kenton County School District
Board Reports
Woodland Middle School
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Points of Pride for Woodland Middle School:

- *We are labeled as a "Proficient" and "Progressing" school!*
- *Woodland Middle School met the Annual Measureable Objective as set by the state.*
- *Woodland Middle School was identified as a Focus School in 2011-2012 because of the performance of our students with disabilities in science. Due to the focus of our science teachers, collaborative teachers, and our students, we are no longer a focus school.*

1. In the 2013-2014 school year, what did Woodland Middle School implement that positively impacted student learning, as reflected in the school report card?

- **Woodland Middle School has moved from the 63th percentile and 79th percentile of all middle schools based on the 2014 school report card.**

  - *We had a laser like focus on data. This included each department setting WIGS (Wildly Important Goals) which provided focus for each content area.*
  - *8th grade students performing below the 30th percentile in math were placed in a co-taught math class with two highly qualified math teachers. These teachers co-taught the class and were able to provide multi-tiered instruction to address student needs and prepare students for Algebra One as 9th graders.*
  - *Teachers' goal set with all students for MAP testing to focus on academic growth and mastery of the standards.*
  - *Teachers used MAP data to provide targeted, flexible instruction for all students within the regular classroom environment.*
  - *Teachers flexibly grouped students based on MAP RIT scores in reading and math for 30 minutes a day to provide remediation for struggling students and extension instruction for high performing students.*
  - *Teachers implemented the rigorous Springboard curriculum in math and English to prepare students for college and career readiness.*
  - *Increased collaboration opportunities between special education teachers and science teachers to address our focus area in science which resulted in an increase in the number of students with disabilities scoring Proficient or Distinguished on the K-Prep science test.*
  - *Students performing below grade level on multiple reading data points received instruction through Read 180 and System 4. The purpose of these programs is to remediate students so they will be able to meet grade level expectations.*

- **The combined number of students scoring Proficient or Distinguished on K-Prep in writing moved from 31.2 % on the 2013 K-Prep test to 50.8% during the 2014 K-Prep test.**

  - *Language arts teachers led the development of school wide Writing Non-Negotiables. These non-negotiables were implemented, with fidelity, in every classroom.*
  - *Our encore and elective teachers committed to improving writing in their classrooms and implemented Write About it Wednesdays.*
  - *Every certified staff member in the building was trained on the state on-demand rubric. Every student in our building participated in a school wide on-demand writing. Every certified staff member graded*

on-demands generated from this experience. The staff members then identified areas we could work on school wide to improve writing.
- o   Every staff member identified writing as an essential college and career ready skill and committed to helping our students become better writers.

- **The number of students scoring Proficient or Distinguished in math on K-Prep increased from 44.7% in 2013 to 51.2% in 2014.**

  - o   Development of an 8th grade math class to address below benchmark math students.
  - o   71% of the students in this class showed growth above the 40th percentile on the 2014 math KPREP.
  - o   On the 2013 KPREP, every student in these classes scored in the apprentice or novice range as 7th graders. On the 2014 KPREP, 16% of the students scored Proficient in math and 60% of the students moved from novice to apprentice.
  - o   All students received math interventions or extensions during RTI.

- **The percentage of students meeting Explore benchmarks increased in every area.**

  - o   7th graders took the Explore test.
  - o   7th grade teachers used the information to target instruction.
  - o   All 7th graders goal set using their Explore scores and reviewed these as 8th graders before taking the Explore test.
  - o   8th grade teachers used the information to review strengths and weaknesses with current 8th graders, review goals, and target instruction.

2. Beginning in August 2014, what did Woodland Middle School implement that is believe to positively impact student learning?

- **Continue with the implementation of school wide Writing Non-Negotiables**

  - o   Every Woodland Middle School teacher committed to holding students to these school wide expectations.
  - o   Expectations are posted in every room.
  - o   Woodland Middle School Writing Non-Negotiables: Give 100% on every assignment or resubmit it, always write in complete sentences, use proper English in all writing, start every sentence with a capital letter and end with a punctuation mark, and restate the question in the answer.

- **Laser like Focus on Data**

  - o   Development of a school wide goal to provide focus to our work
  - o   Teachers collaborated to create department goals and identify one or two best practices every teacher in the department was committed to in order to achieve the goal
  - o   Commitment to regularly monitor progress toward goals through analysis of student work and other forms of data
  - o   Continued analysis of MAP and K-Prep data to identify areas of improvement in instruction is expected to raise K-Prep achievement score, gap, growth, and college/career readiness and Explore scores during PLCs
  - o   Commitment to using data to inform instruction in all content areas

- **Structuring RTI to provide interventions in math to those performing below the 30th percentile on MAP testing and providing extension for students who are performing at grade level.**

  - *Small math RTI groups which are grouped by math RIT bands.*
  - *Each student who needs a math intervention is being taught by a math teacher.*
  - *Use of Do the Math Now for students performing below the 10th percentile in math.*
  - *Providing extension opportunities for students performing at grade level. Students who do not need math interventions are grouped based on reading RIT scores and rotate every 5 weeks. Social studies, science, and language arts teachers created enrichment classes to support their content. For example, an 8th grade RTI rotation is Kentucky history.*
  - *Advanced math students will receive extensions during RTI beginning in April.*

- **Continued implementation of successful initiatives from 2013-2014**

  - *Administering EXPLORE to 7th Grade students and using the data from EXPLORE to implement targeted instruction based on identified skill deficits.*
  - *Continued implementation of System 44, Read 180, and Expert 21 to increase reading student achievement*
  - *Continued implementation of Do the Math Now to address the needs of our math students performing below benchmark*
  - *Continued collaboration between special education teachers and content area teachers*
  - *Continued implementation of Springboard with fidelity*
  - *Continued analysis of MAP data to flexibly group students and target instruction.*

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

- **53% of students scored Proficient or Distinguished in reading on K-Prep in 2014. This was a drop from the previous year where 61.8% scored Proficient or Distinguished on reading.**

  - *Continue to implement Springboard with integrity so students are receiving challenging and rigorous instruction*
  - *Job embedded time focused on implementing targeted skill instruction based on MAP and EXPLORE analysis*
  - *Item analysis to target individual needs based on 7th and 8th grade Explore scores*
  - *Intentional, in-class instruction to focus on skill deficits as identified by MAP.*
  - *Using the data provided by MAP to drive instruction and classroom differentiation.*
  - *Implement R180 and System 44 with fidelity and continue to goal set and monitor progress with students*

- **Continue to identify and address the needs of our gap students with a focus on students living in poverty.** 38% of our students receiving free of reduced meals scored in the Proficient or Distinguished category for combined reading and mathematics in 2014. This was a decrease from 2013 where 39.8% of the students scored Proficient or Distinguished and not close enough to our delivery target of 49.3%.

  - *Job embedded professional development focused on the needs of students in poverty*
  - *Additional supports for students in poverty by using our FRYSC to educate parents on what parents can do at home to support students performing below benchmark*
  - *Increase awareness among teachers by analyzing data by gap groups*
  - *Identifying students at-risk and developing additional interventions to provide support*

- **Continue to increase the number of students with disabilities performing at the Proficient and Distinguished levels in all tested areas.**

  - *Collaboration among special education teachers and regular education teachers to develop strategies to help students grow.*
  - *Sharing of progress monitoring data of special education teachers with content area teachers*
  - *Providing support and training for instructional aides on strategies to work with students*
  - *Job-embedded PD to focus on effective co-teaching strategies in collaborative classes*
  - *PD for special education teachers in all contents*

CSIP Updates

Goal	Objectives	Results
Wellness Goal	collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members by 100% by 08/31/2014 as measured by survey results.	Survey Results: 43% of the teachers surveyed are aware of the school and district wellness policy.
Program Reviews	Collaborate to increase the percentage of standards that were Proficient in 2013 from 68% in May 2013 to 72.2% by 05/31/2014 as measured by Program Review scores in all three areas.	Program Review Results: 73% of our Program Review Scores were Proficient or Distinguished

K-Prep Reading	Collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.6% in May 2013 to 64.2% by 10/01/2014 as measured by school report card delivery targets.	K-Prep Reading Results: 53% of our students were Proficient or Distinguished in reading.
K-Prep Writing	Collaborate to increase proficiency in writing from 31.2% in May 2013 to 53.9% by 10/01/2014 as measured by School report card delivery targets.	K-Prep Writing Results: 50.8% of students were Proficient or Distinguished in writing.
K-Prep Math	Collaborate to increase proficiency in math among all students from 44.7% in May 2013 to 55.1% on KPREP by 05/31/2014 as measured by School report card delivery targets.	K-Prep Math Results: 51.2% of our students were Proficient or Distinguished in math.
Gap Goal: Science	Collaborate to Increase proficiency in science among disabled students from 35.3% in May 2013 to 36.1%. by 10/01/2014 as measured by School report card delivery targets.	K-Prep Science Results: 34.6% of our disabled students scored Proficient or Distinguished in math.

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Points of Pride for <u>Twenhofel Middle, School</u>:
- "Proficient /Progressing School by scoring in the 89th percentile out of all the middle schools in Kentucky with no area of focus." This was an increase from the 85th percentile from the 2012-2013 school year.
- Twenhofel's 2013- 2014 AMO goal was 70.9. Twenhofel exceeded that goal by scoring a 71.4
- Met our growth goal for our GAP groups (special education & free and reduced lunch) allowing for Twenhofel not to be a focus school
- Reading and Math students meeting typical growth or higher growth was 66% for the entire student population

1. In the 2013-2014 school year, what did <u>Twenhofel Middle School</u> implement that positively impacted student learning, as reflected in the school report card?

- 2013-2014 School Report Card - Reading Achievement 59.8% Proficient/Distinguished (State Av. 53.2%) and 57.8% reaching Reading Typical Growth.
    - Read 180, System 44, Expert 21- Data monitored weekly
    - Response to Intervention- Schoolwide (2 quarters Reading/2 quarters Math) 7th grade-last nine weeks grouped based on 7th grade Explore results
    - RTI- students are grouped and regrouped based on subgroup scores of MAP test
    - Springboard ELA- Teachers actively participated and lead district level Springboard PLC's and PD's and implemented with fidelity
    - LDC Prompts were utilized to enhance LA curriculum
    - Students are scheduled based on data (MAP & KPREP) to ensure that they are in the correct classes and changes are made accordingly to how they are progressing throughout the year.
    - Map meetings with individual teachers to monitor and assess student data

- o Live Scoring of student writings
  - o Daily Bell Ringers and Exit Slips/Formative Assessments
  - o Students and teachers collaborating to help set their own MAP goal
  - o Administrative Frenzies- Rewarding students for good grades, behavior, and teacher recommendation
  - o Core content teachers, consultants, and school administration collaborated together to determine student needs
  - o Administration had individual teacher meetings to monitor and assess student data on MAP
  - o
- Math Achievement 59.2% Proficient/Distinguished (State Av. 44.8%) and 74.2% reaching Math Typical Growth.

  - o Students are scheduled based on data (MAP & KPREP) to ensure that they are in the correct classes and changes are made accordingly to how they are progressing.
  - o Map meetings with individual teachers to discuss student progress
  - o Added Math 180 class (Tier 2 intervention) (Math Exploratory Tier 3)
  - o Live Scoring
  - o MDC modules- Teachers actively participated and lead all optional district level PLC's and PD's and implemented modules in all classrooms
  - o Students and teachers collaborate to help students set their own math goal goal
  - o Administrative Frenzies- Rewarding students for good grades, behavior, and teacher recommendations
  - o Core Content teachers implementing strategies discussed and modeled by the consultants
  - o Springboard ELA- Teachers actively participated and lead all district level Springboard PLC's and PD's and implemented with fidelity

- Science Achievement 74.8% Proficient/Distinguished (State Av. 64.2)
  - o Common Assessments
  - o Hands on lab activities
  - o Map (Reading) meetings with individual teachers to monitor and assess student data.
  - o Bell Ringers and Exit Slips/Formative Assessments

2. Beginning in August 2014, what did Twenhofel Middle School implement that is believe to positively impact student learning?
   - o Created a science elective Intro to Engineering to help support the science content. This is expected to bring students up to their grade appropriate science level
   - o Expected to close gaps and raise science KPREP achievement and growth
   - o Expected to raise EXPLORE test scores for the following year

- 7th Graders will take EXPLORE test
  - o Expected to raise EXPLORE test scores for 8th graders
  - o Use results to identify instructional needs for individual growth and whole group needs
  - o Data will equip us with the necessary information to group and regroup students according to their academic performance on the 7th grade EXPLORE test
  - o Spring RTI scheduling will be based on the Explore results

- Added Global Issues to help with our Social Studies scores by students using context clues and learning more about primary and secondary sources
  - o Skills covered, reading for understanding, interpretation, reflection, responding, and thinking critically.
  - o Help improve and support our social studies scores

3. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?
- Staff Meetings/PLC's
  - o KPREP Data Analysis meetings
  - o EXPLORE Data Analysis meetings
  - o MAP Data Analysis meetings
  - o PLC meetings to discuss and review student data
  - o Peer Review Videos- Allows for teachers to review peers in implementing proper instructional strategies
  - o Individual teacher meetings to focus on professional growth plans to help focus on student achievement
- 16.4% Novice in Reading Achievement
  - o Have content teachers across all three grades to meet and focus on what students need and to see if there any gaps within the curriculum

- Expert 21, System 44, and Read 180, continue to monitor student data and make placement changes based on data
- Individual meetings with teachers to discuss their learning targets
- 10.8% Novice in Math Achievement
  - Have content teachers across all three grades to meet and focus on what students need and to see if there any gaps within the curriculum
  - Placed individual students according to student data results
- Special Education Math/Reading- 37.3/42.1 Proficient/Distinguished
  - Data meeting to monitor the progress/deficiency and make changes for individual students
  - Target RTI math and reading
  - Math 180 and Read 180 for both Math and Reading
- College and Career Readiness
  - 7th grade students scheduled to take Explore Test
  - Data will equip us with the necessary information to group and regroup students according to their academic performance during RTI time
  - Expected to raise EXPLORE test scores for 8th graders
  - Breakdown of item analysis sheets that will be used to form starting gates to drive re-teaching

**Accountability
- 2015 AMO Goal Set by State- 71.9
  - Overall score for 2014 was a 71.4. In order to show growth, our gains needs to be a +.5 for an overall score of a 71.9
  - However, our goal is to be one that has a classification of Distinguished

CSIP Updates

Goal	Objectives	Results
Program Reviews	collaborate to increase our school's percentage of proficient Arts & Humanities standards from 82% in 2013 to 98% by 06/30/2013 as measured by Program Review State Report.	Program Review Results: Percentage increased in proficiency score from a 82% in 2013 to 95% as measured by the 2014 results
Wellness	collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2014 as measured by Survey results	100% of staff has been made aware of the District Policy
K-Prep Combined Proficiency	Collaborate to increase the average combined reading and math percent proficiency for middle school students from 58.1% in 2013 to 59.3% by 06/30/2014 as measured by the School Report Card.	KPREP Combined Proficiency Results: _60.3___% of our students were proficient in Reading and Math.
Achievement Gap	(Math)collaborate to increase our percentage of proficiency for our non-duplicated gap group population in math from 34.8% in 2013 to 41.5% by 10/01/2014 as measured by School Report Card.	KPREP Math achievement for our non-duplicated gap group for the 2014 school year is 38.1%
Achievement Gap	(Reading) collaborate to increase percentage of proficiency from 45.0% of 2013 students in the non-duplicated reading gap group to 49.8% by 10/01/2014 as measured by School Report Card.	KPREP Reading achievement for our non-duplicated gap group for the 2014 school year is 42.2%