

District Report to the Board November, 2020

CDIP Implementation and Impact

District/Instructional Adjustments as a Result of COVID - 19

1. Adjustments as a result of COVID-19 have had a significant impact on the overall day-to-day operations from NTI (Non-traditional Instruction) to full time Synchronous Learning, to a blended model including hybrid face-to-face instruction. With bringing students back to school, the creation and facilitation of the 2020-21 KCS D Re-entry Guidance Document was necessary and based upon the guidance provided from KDE on how to best keep students and staff safe.
2. To provide transparency to all stakeholders, a COVID - 19 Data Dashboard was created to track the number of COVID positive students for in-person learning and weekly numbers of staff and teachers in quarantine. The dashboard also keeps a running total of the number of positive COVID-19 cases reported to the district since August. This dashboard provides us with the data needed to make decisions for the KCS D.
3. Technology training for all teachers in the common LMS of Google: Google Meet, Google Forms, and Google Classroom. Common assessments transferred over to Google Forms in grades K-8 for implementation that will match state testing. 1:1 initiative with the purchase of 4525 chrome notebooks, creation of a district Technology Integration Handbook, integration of technology into the learning walk forms, and revisions/addition of stipend positions for the responsibilities of Asset Coordinator, Instructional Technology Coach, and STLP (Student Technology Leadership Program).
4. Extended school closures due to COVID-19, prompted the need for increased Tier One social emotional learning for all students. Schools increased their social emotional learning direct instruction from one time, 30 minutes per week to at least twice a week for 30 minutes. Lessons were provided to schools around resiliency, grief, and other topics. Increased support was also available to teachers and staff through a once a week, 10 week virtual program called the Art of Healthy Living.

Formative Data

(MAP/CERT)

- District Data Strengths

- 1) District MAP data from Winter 2019 to 2020 increased for all students above the 50th percentile from 65.31% to 67.48% (+2.17) in reading and from 61.22% to 63.51% (+2.29) in math.
- 2) District CERT data for students with disabilities shows increased growth with 59.7% making growth, as compared to all students at 59.3% (+.4).

- District Data Growth Areas

- 1) District MAP data from Winter 2020 for students with disabilities above the 50th percentile was at 26.26% in reading and 27.52% in math.
- 2) District CERT data for all students in the area of growth has decreased from Winter of 2019 at 61.2% to Winter of 2020 at 59.3% (-1.9).

- Strategies to Address Growth Areas

1. Use of the KCS D MAP and CERT Expectations, including analyzing MAP and CERT data in PLC meetings to identify and prioritize strengths and needs by student and students analyzing individual performance to set a growth goal.
2. Continue to support schools in the utilization of the MTSS system to ensure all students receive high quality Tier I instruction and SEL supports while providing targeted Tier II and III interventions in addition to the core as needed.
3. District support, guidance, and feedback on mastery of standards by students provided by school supervisor one time per grading period.
4. Disability Gap Plan encompassing work with monthly learning walks, data driven PLC meetings for special education teachers, and tracking progress of students with disabilities mastering standards and progress towards IEP goals.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- District Data Strengths

- 1) Revision and development of ELA and Math curriculum maps and common assessments through state mini-grant (K-8).
- 2) First full year for Middle Schools utilizing common assessments in ELA, Math, Science, and Social Studies.

- District Data Growth Areas

- 1) Common Assessment Data on the Data Dashboard is fragmented.

- Strategies to Address Growth Areas

1. Development of High School district curriculum maps and common assessments.
2. Continued revision of K-8 curriculum maps and common assessments in ELA, Science and Social Studies.
3. Use of the K-8 Common Assessment Protocols outlining procedures for before, during and after the common assessment is administered. The Data PLC Process is a part of the K-8 Common Assessment Protocols with steps on how to use the common assessment data to determine next steps for instruction based upon the use of actual percentages of students mastering standards.
4. Support schools in a process of monitoring progress of mastery of standards by individual students.
5. Continue to support schools in the utilization of the MTSS system to ensure all students receive high quality Tier I instruction and SEL supports while providing targeted Tier II and III interventions in addition to the core as needed.

Graduation Rate

(High School)

- District Data Strengths

- 1) Graduation Rate at 93.7% compared to the state at 90.9% (+2.8).

- District Data Growth Areas

- 1) Graduation Rate decreased from 94.7% in 2019 to 93.7% in 2020 (-1.0).
- 2) Subgroups not meeting the goal set by the state: all students, males, whites, Hispanics, EL, F/R lunch, and students with disabilities.

- Strategies to Address Growth Areas

- 1) Continue to support schools in the utilization of the MTSS system to ensure all students receive high quality Tier I instruction and SEL supports while providing targeted Tier II and III interventions in addition to the core as needed.
- 2) Acclimation of the Career Pathway Handbook outlining Portrait of a Graduate, Project Lead the Way, Career Education with the use of XELLO starting in 6th grade, and school specific pathways offered. Utilization of document is to generate authentic experiences age appropriately at each level beginning in elementary, as well as to create an awareness of the pathways for all stakeholders.
- 3) Support high schools with training and resources directly related to improving graduation rate.
- 4) Further the development of our "Name and Claim" culture to ensure students have an adult advocate.

Transition Ready (CCR)

(High School)

- District Data Strengths

- 1) KCS D ACT composite for graduating seniors is at 21.01, as compared to the state at 19.1 (+1.91).
- 2) 95.7% of students completed advanced coursework, including advanced placement and dual credit courses. Advanced Placement Course Completion is at 95.2% (955/1003) and 91.6% earned a qualifying score in dual credit courses (783/855).
- 3) KCS D had 63 students complete courses in career pathways, which placed us second in the region. There are currently 34 pathways with the addition of STNA and Logistics programs for all high schools in 20-21.

District Data Growth Areas

- 1) Addition of career pathways and industry certification opportunities.

- Strategies to Address Growth Areas

- 1) Develop and utilize district curriculum maps and common assessments for all high schools.
- 2) Support High Schools in the implementation of the High School Mastery of Standards/Transition Ready Plan, which includes an emphasis on quality instruction, learning walks, professional learning opportunities, Instructional Learning Teams, and use of CERT data to make informed instructional decisions.
- 3) Explore increased opportunities for students to attain industry certification and expand career pathways opportunities congruent with regional workforce.
- 4) Continue to support schools in the utilization of the MTSS system to ensure all students receive high quality Tier I instruction and SEL supports while providing targeted Tier II and III interventions in addition to the core as needed.

ACCESS for EL Students

- District Data Strengths

- 1) Elementary ELs exceeded the state goal of 29.0% of students expected to be EL proficient or above by an actual performance of 49.6% of students EL proficient or above (+20.6).
- 2) Middle School ELs exceeded the state goal of 30.8% of students expected to be EL proficient or above by an actual performance of 36.1% of students EL proficient or above (+5.3).
- 3) High School ELs exceeded the state goal of 12.9% of students expected to be EL proficient or above by an actual performance of 37.3% of students EL proficient or above (+24.4).

- District Data Growth Areas

- 1) Although a higher percentage of ELs showed growth on ACCESS in 2020, 13.9% of ELs exited in 2020 compared to 18% in 2019.

- Strategies to Address Growth Areas

- 1) Continue to support staff teaching in our Newcomer Academy housed at Turkey Foot Middle School and Dixie Heights High School.
- 2) Analyze district ACCESS reports to identify strengths and needs.
- 3) Continue to build capacity with teachers and staff through training.

Quality School Climate and Safety Survey Data

- District Data Strengths
 - 1) 98.27% of students agree or strongly agree that they know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at their school.
 - 2) 95.17% of students agree or strongly agree their teacher expects them to do their best at all times.
- District Data Growth Areas
 - 1) Although 59.36% agree or strongly agree the consequences for breaking school rules are the same for all students, 40.67% disagree or strongly disagree.
- Strategies to Address Growth Areas
 - 1) Development of a process to monitor school level behavior data and a recommended process for a behavior data review aligned with PBIS at the school level.
 - 2) Tiered support for schools based on need through the Pillars of Support which identifies targeted measurable goals for specific assistance and measure progress for schools, including monthly TIER III progress meeting with building leadership.

Terrace Metrics

- District Data Strengths

- 1) At elementary schools, mean scores for all resiliency variables, except positive peer experiences, slightly increased between spring 2020 and fall 2020.
- 2) Percentage of students reporting “severe” levels of victimization (i.e., being victimized at least once per week) remained very low (less than 1% across all school levels).
- 3) The percentage of youth reporting elevated anxiety and depression symptoms decreased among middle and high school students.

- District Data Growth Areas

- 1) At the secondary level, all resiliency indicators, except global satisfaction in the middle schools, were slightly lower between the Spring 2020 administration and Fall 2020 administration.
- 2) Among the supplemental screeners, the highest percentage students in the at-risk range continued to be found on the trauma screener for students in grades 6 to 10.

- Strategies to Address Growth Areas

- 1) Continued vetting of new resources and alignment of existing resources to Terrace Metrics resiliency and risk areas to support schools through the MTSS pyramid.
- 2) Continued professional learning around Trauma Informed Care for schools.
- 3) Developing the skills of counselors to use the Terrace Metrics reports to target skill deficits for individual students and grade level analysis.

Impact Survey Data

- District Data Strengths

1)Topic: Educating all Students (Percent Favorable 73%)

- a. 90% of teachers surveyed said they use assessment data to inform their instruction.
- b. 85% of teachers surveyed responded favorably regarding the ease of interacting with students from a different background.

2)Topic: Staff-Leadership Relationships (Percent Favorable 74%)

- a. 86% of teachers surveyed felt positive about how respectful school leaders are towards them.
- b. 85% of teachers surveyed felt that school leaders are understanding of challenges in the teachers' personal lives.
- c. 84% of teachers surveyed felt positive about how friendly leaders are towards teachers.

- District Data Growth Areas

1)Topic: Resources (Percent Favorable 38%)

- a. 64% of teachers stated access to instructional technology, including computers, printers, software, Internet access needed to improve.
- b. 63% of teachers surveyed felt that it is easy for students who need extra support to receive the support they need.

- Strategies to Address Growth Areas

- 1) Adoption of Google as the Learning Management System for KCS D. Training for staff on Google Classroom and Google Meet during PGA.
- 2) 1:1 Technology initiative with the purchase of chrome notebooks for grades 1, 6, and 9. District technology Handbook developed for 1:1. Instructional Technology Coach, Asset Coordinator, and STLP Coordinator job description created/revised to better support access to technology in each school.
- 3) Continual refinement of the district MTSS structure through the addition of progression charts and progress monitoring windows, as well as ongoing systemic support of school implementation of MTSS with feedback.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------|
| Dropout Rate | .7 | .4 | .6 |
| Attendance Rate | 95.97 | 95.96 | 95.62 <small>(Feb. 2020)</small> |
| % F/R | 45.79 | 43.67 | 42.84 |
| Achievement Score/Proficiency | %PD Reading/Math E- 62% M-59.2% H- 52.4% | % PD P (R,M)/ SAI (Sci., SS, WR) E- 61.6% /55.9% M- 59% /45.7% H- 51.6% /48% | N/A |
| # Transfer (OE/Tuition) | 1188 | 1208 | 1167 |
| Retention Rate | 1.4 | 1.9 | 1.4 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase the combined reading and math proficiency for all students from 61.6% in 2019 to 69.6% (elementary), from 59.0% in 2019 to 67.4% (middle), and from 51.6% in 2019 to 62.1% (high), as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 65.7%; for elementary math from 65.02% in Spring 2019 to 65.57%; for middle school reading from 49.08% in Spring 2019 to 61.75%; and for middle school math from 53.91% in Spring 2019 to 62.72%. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 42.9% (elementary), from 16.9% in 2019 to 31.6% (middle), and 18.7% in 2019 to 30.6% (high), as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the combined science , social studies, and writing proficiency for all students from 55.9% in 2019 to 62.2% (elementary), and from 45.7% in 2019 to 61.3% (middle), along with high school writing proficiency from 48.0% in 2019 to 67.4%, as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 79.4%, as measured by College Career Readiness calculations. | 2020 - Not assessed due to COVID-19 | 2020- Not assessed due to COVID-19 |
| Collaborate to increase the graduation rate from 94.7% in 2019 to 95.8%, as measured by the school report card 4-year adjusted cohort graduation rate. | 93.7% – Declined -1.0 | 90.9% Above the state +2.8 |



Celebrations

1. Above the state composite for all ACT areas tested in 11th grade:
 - English 19.7/18.5
 - Math 19.7/18.7
 - Reading 20.5/19.4
 - Science 20.1/19.1
 - Overall 20.2/19.0
2. Advanced coursework completion including dual credit and advanced placement courses at 95.2%.
3. 81% of students showed growth on the ACCESS test for EL. All schools met the state goal for EL student achievement. District totals for elementary +20.6% over the state goal, middle schools +5.3% over the state goal, and high schools +24.4 over the state goal.
4. Brigance scores for kindergarten students were above the state with 55.3% (+4.3) of students ready, compared to the state with 51.0% of students ready.
5. 1:1 initiative with the development of the KCS D Technology Integration Handbook, over 4,000 chrome notebooks purchased, intensive training for staff, and Instructional Technology Coach position for each school to support teachers and students.
6. Increased growth in the implementation of our MTSS System, the backbone of our march to World Class.
7. TEAM KENTON is simply OUTSTANDING! Our team has risen to the top with displaying effective collaboration, strong collective efficacy, and an increasing growth mindset each day to ensure "It's About All Kids!"

Elementary Board Reports

Report to the Board November, 2020 Taylor Mill Elementary

School/Instructional Adjustments as a Result of COVID - 19

1. Built upon an already strong teacher leader capacity around effective technology usage (committing to being 1:1 K-5 this year) and SEL, ensuring that both are interwoven to support student success.
2. Staffing plan adjustments made in order meet the needs of all of our students while utilizing the strengths of our teachers.
3. We have remained a cohesive team of positive leaders and our core values have been exemplified and solidified.

Formative Data

(MAP)

School Data Strengths

- 1) Fall 18 - Fall 19
 - 70.8% of students meeting or exceeding typical growth in Math (nat'l avg is 50%)
 - 63.2% of students meeting or exceeding typical growth in Reading (nat'l avg is 50%)
- 2) Fall 19 - Winter 20 - Increase in % of students at or above 50th %ile
 - Math - ALL Students - 60.73% (F19) - 68.67% (W20)
 - Reading - ALL Students - 57.01% (F19) - 63.76% (W20)

School Data Growth Areas

- 1) School Goal is to have 80% of students meeting or exceeding typical growth in Math and Reading (Math: 70.8% F18-F19, Reading 63.2% F18-F19)
- 2) Fall 19 - Winter 20 - % of students w IEP at or above 50th %ile but below % of ALL students
 - Math - Students w IEP - 33.33% (F19) - 40.22% (W20)
 - Reading - Students w IEP - 21.84% (F19) - 27.47% (W20)

Strategies to Address Growth Areas

- 1) Continued work in PLCs including
 - a) deconstructing standards
 - b) refining, analyzing and reflecting on common formative assessments
 - c) analyzing student products with a focus on increasing rigor
- 2) Job-embedded professional development in quality instructional cycle
- 3) Refinement of MTSS plan

Formative Data (Cont.)

(Elementary Common Assessments)

- School Data Strengths

- 1) Increased % of students scoring 80% or better on math common formative assessments from 62.9% (2018-19) to 67.3% (2019-20)

- School Data Growth Areas

- 1) % of students scoring 80% or better on reading common formative assessments went from 60.8% (2018-19) to 60.5% (2019-20)

- Strategies to Address Growth Areas

- 1) Continued work in PLCs including
 - a) deconstructing standards
 - b) refining, analyzing and reflecting on common formative assessments
 - c) analyzing student products with a focus on increasing rigor
- 2) Job-embedded professional development in quality instructional cycle
- 3) Refinement of MTSS plan

Impact Survey Data & OHI (Organizational Health Inventory) Data

In order to triangulate culture data, rather than using a single snapshot, we have 3 sets of data (Impact, OHI Spring 2019, OHI Spring 2020) that we've used.

• School Data Strengths

- 1) Impact: Our highest area was 76% favorable result for "Educating All Students"
- 2) OHI: Moved from Low Stage 3 Independent Team (May 2019) to Stage 5 Interdependent Team (May 2020)
- 3) Growth in every domain of OHI from May 2019 to May 2020, including a continued focus on "Goal Focus" as a strength area

• School Data Growth Areas

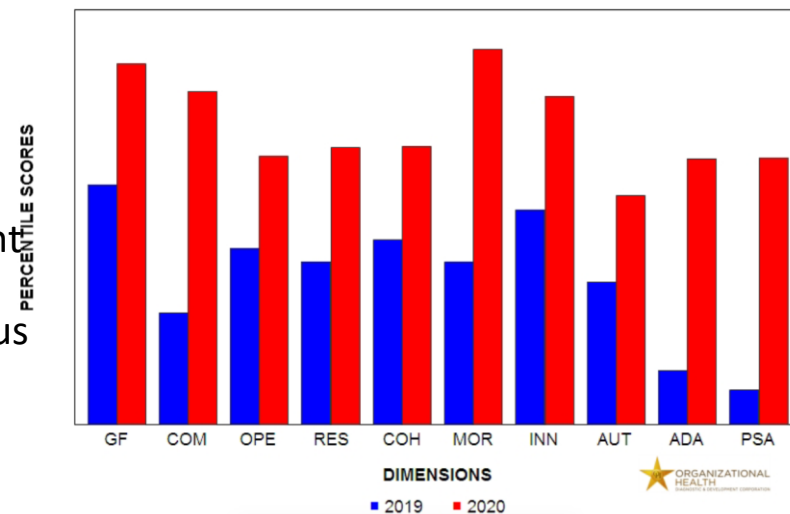
- 1) While our Impact survey showed 46% favorable for Resources, our OHI domain of "Resource Utilization" increased from 39th %ile (May 2019) to 67th %ile (May 2020)
- 2) While our Impact survey showed 37% favorable for Feedback & Coaching, our OHI domain of "Communication" increased from 27th %ile (May 2019) to 80th %ile (May 2020)
- 3) While our Impact survey showed 56% favorable for School Climate, our OHI domain of "Morale" increased from 39th %ile (May 2019) to 90th %ile (May 2020)

• Strategies to Address Growth Areas

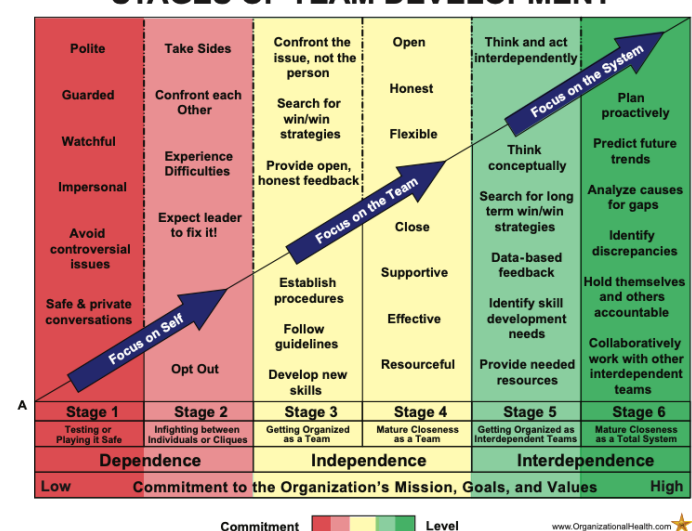
- 1) Continue to align and set goals and celebrate progress towards those goals
- 2) Continue work on aligning of four "Pillars of a PLC", (vision, mission, goals, core values)
- 3) Continue work on communication plan
- 4) Continue to utilize our task groups to orchestrate collaborative efforts towards our school goals.

ORGANIZATIONAL HEALTH PROFILE

Composite - B08280PE



STAGES OF TEAM DEVELOPMENT™



Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 99.3% of students agree/strongly agree that “Adults in our school work hard to make sure students are safe.”
- 2) 98.3% of students agree/strongly agree that “Adults in our school care about me.”
- 3) 97.2% of students agree/strongly agree that “Teachers expect me to do my best at all times.”

- School Data Growth Areas

While our student Quality School Climate and Safety Survey Data was strong overall, these data points below highlight areas we want to address first because they align closely to our goals and want them to be at 100%.

- 1) 92.4% of students agree/strongly agree that “I feel like I belong at my school.”
- 2) 85.5% of students agree/strongly agree that “Adults at this school respect people’s differences.”
- 3) 91.7% of students agree/strongly agree that “There is at least one adult at my school who listens to me when I have something to say.”

- Strategies to Address Growth Areas

- 1) Belonging Task Group - Diversity & Inclusion Train the Trainers model and PD with all staff
- 2) Student-guided intentional connections with adults who student sees as an advocate
- 3) Utilizing SEL through Choose Love & morning meetings to give students a voice and practice these skills

Terrace Metrics

- School Data Strengths

1)Overall behavioral health and well-being grew from 66% to 69% from Winter 20 to Fall 20

2)MEAN RESILIENCY SCORES IN THREE INDICATORS GREW FROM WINTER TO FALL:

| | Winter 2020 | Fall 2020 |
|-----------------------------|-------------|-----------|
| Global Satisfaction | 4.00 | 4.71 |
| Positive School Experiences | 5.00 | 5.07 |
| Hope | 4.00 | 4.33 |

- School Data Growth Areas

1)Mean Resiliency Score for one indicator Fell From Winter to Fall:

| | Winter 2020 | Fall 2020 |
|-----------|-------------|-----------|
| Ostracism | 1.82 | 1.79 |

2) 34% of students in Fall scored in time Moderate Concern (21%) and AT-Risk (13%) range for HOPE Indicator.

- Strategies to Address Growth Areas

- 1) Terrace Metric curriculum focused on the happiness/hope growth areas.
- 2) Refine Choose Love SEL work and integrate more SEL into daily schedule
- 3) Navigating the Return to School materials focused on the hope area

Student Services

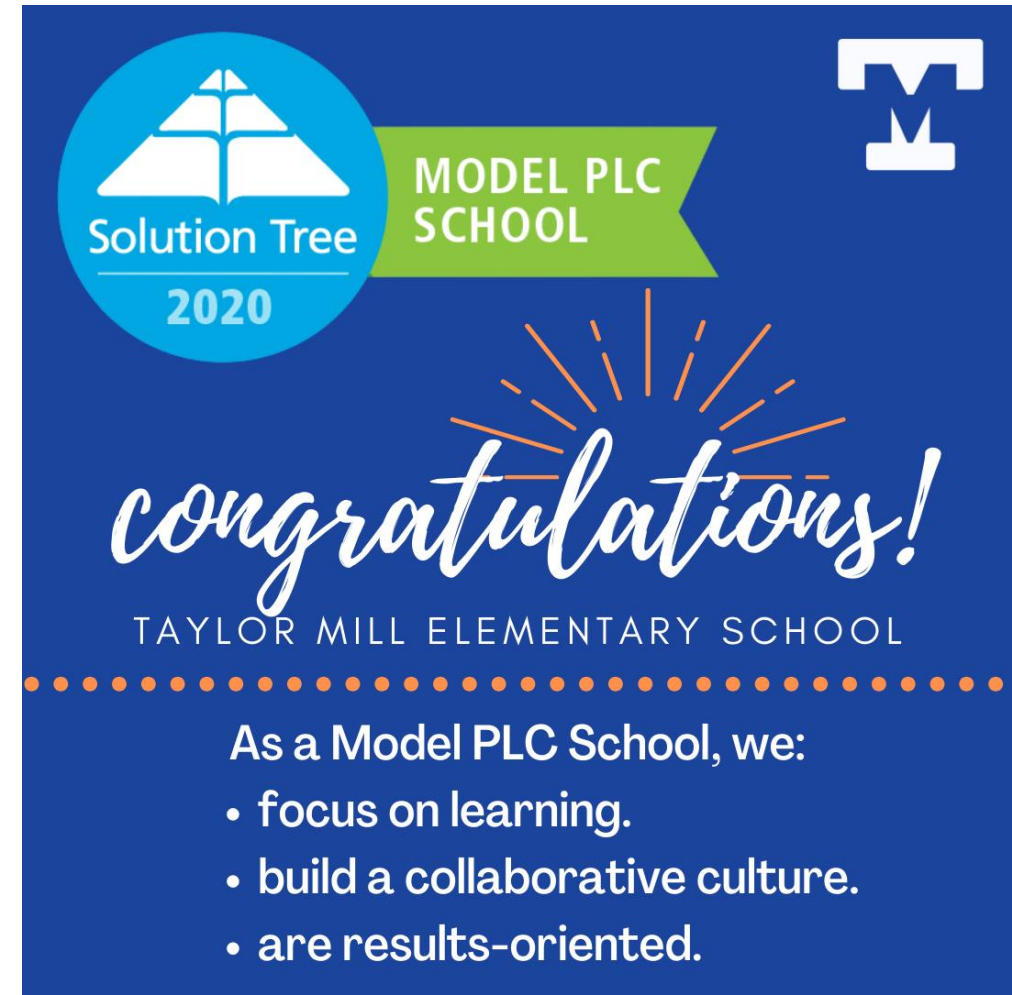
| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|------------------------|------------------------|-----------|
| Attendance Rate | 96.5 | 96.09 | 95.91 |
| % F/R | 48.95 | 44.67 | 40.83 |
| Achievement Score/Proficiency | 54.4% P/D 40.4% SAI | 59.1% P/D 47.2% SAI | N/A |
| # Transfer (OE/Tuition) | 53 | 60 | 51 |
| Retention Rate | 0 | 0.2% | 0.2% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p>We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 77.2% in 2023 as measured by KPREP scores.</p> <ul style="list-style-type: none"> We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 63.5% in 2020 as measured by KPREP scores. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <p>We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 70.2% in 2023 as measured by KPREP Assessment Data.</p> <ul style="list-style-type: none"> We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 52.4% in 2020 as measured by KPREP Assessment Data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <p>We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 62.5% in 2024 as measured by KPREP scores.</p> <ul style="list-style-type: none"> We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 35.5% in 2020 as measured by KPREP scores. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <p>We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 85% in 2024 as measured by school MAP assessment data.</p> <ul style="list-style-type: none"> We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 79.2% in 2020 as measured by school MAP assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Named a National Model PLC School, one of around 200 schools and districts across the nation.
- 2) Math and Reading MAP growth continue to be well above the national average.
- 3) Our high commitment to our vision, mission, goals and core values has resulted in our Organizational Health Inventory growing to Stage 5, Interdependent team as well as both student surveys (School Climate and Terrace Metrics) show Taylor Mill is a great place for our students.



Report to the Board November, 2020

River Ridge Elementary



School/Instructional Adjustments as a Result of COVID - 19

- 1) Teachers have significantly increased their use of technology to enhance instruction. We are 1:1 in grades 4-5 and will be 1:1 in grades 1-3 before the year is over. Tools such as White Board and Pear Deck are used to engage students while online. Google Meet has been an invaluable tool for providing synchronous instruction. Teachers have implemented a more efficient system for grading through use of Google Forms, allowing more time to plan meaningful lessons and collaborate with teams to analyze data. Through use of our Instructional Technology Coach, we are embedding professional development in our PLCs around technology uses.
- 2) We've learned a great deal with our students regarding the depth of their resiliency. They returned to school in person and didn't miss a beat! Masks, social distancing, alternate class change structures, new lunch and recess procedures- they have remained unphased through it all.
- 3) The amount of community support and partnership has increased. Our parents/community have been positive, responsive, and respectful to the changes we've put in place and it has truly grown and strengthened us as a school community.

Formative Data

(MAP/CERT)

School Data Strengths

- 1) We increased the percentage of students scoring above the 50th percentile in MAP reading from 63.18% in Fall of 2019 to 66.28% in Winter of 2020.
- 2) We increased the percentage of students scoring above the 50th percentile in MAP math from 60.83% in Fall of 2019 to 65.20% in Winter of 2020.

School Data Growth Areas

- 1) Our percentage of students with IEPs scoring above the 50th percentile in reading in winter of 2020 was 32.08%.
- 2) Our percentage of students with IEPs scoring above the 50th percentile in math in winter of 2020 was 33.96%.

Strategies to Address Growth Areas

- 1) Refine our process for how we monitor proficiency toward grade level standards for our students with IEPs.
- 2) Update our school level data dashboard to include 'real time' data on progress towards grade level standards AND IEP goals.
- 3) Increase collaboration among teachers, both horizontally and vertically, to ensure core instruction is aligned to standards and includes the Cycle of Instruction.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

School Data Strengths

- 1) Our overall percentage of students scoring at or above benchmark for Reading on district common assessments is consistent with our MAP and KPREP data at 67.4%.
- 2) Our overall percentage of students scoring at or above benchmark for Math on district common assessments is consistent with our MAP and KPREP data at 66%.

School Data Growth Areas

- 1) Our overall percentage of students with IEPs scoring above the 50th percentile in reading was 31.52%.
- 2) Our overall percentage of students with IEPs scoring above the 50th percentile in math was 34.78%.

Strategies to Address Growth Areas

- 1) Analyze weekly formative assessment data to provide immediate re-teaching/remediation of standards.
- 2) Increased opportunities for writing across all content areas with emphasis on use of ICNs (interactive content notebooks) in all classes
- 3) Continue to implement ongoing PLCs to discuss student progress towards grade level standards and make instructional adjustments as necessary.
- 4) Participation in Smeken's Literacy Conference, Summer 2020, to strengthen core reading instruction through use of effective small group instruction and guided reading practices.

ACCESS for EL Students

School Data Strengths

- 1) ACCESS results from Spring 2020 indicate that 81% of our English Language learners grew in their language proficiency from 18-19 to 19-20.
- 2) 19% of our eligible EL population obtained a score of 4.5 or higher on the ACCESS test in Spring 2020 and exited the program. This was above the district average of 13%.

School Data Growth Areas

- 1) 81% of our EL student population scored at the developing level (or below) in the speaking domain as measured by the 2020 ACCESS test.
- 2) 79% of our EL student population scored at the developing level (or below) in the writing domain as measured by the 2020 ACCESS test.

Strategies to Address Growth Areas

- 1) Collaborate in PLCs to provide further training to classroom teachers on implementing effective strategies for EL students (to increase speaking and participation opportunities).
- 2) Increased opportunities for writing across all content areas with emphasis on use of ICNs (interactive content notebooks) in all classes.
- 3) Continue to refine collaboration with EL staff to ensure we are providing adequate support to EL students and families to maximize achievement and participation.

Impact Survey Data

School Data Strengths

- 1) 89% of staff have a positive perception of faculty and staff relationships with school leaders; above the state average of 78%.
- 2) 82% of staff have a positive perception of the overall social and learning climate of the school; above the state average of 69%.
- 3) 81% of staff have a positive perception of the school leadership effectiveness; above the state average of 69%.

School Data Growth Areas

- 1) 50% of staff have a positive perception of the adequacy of our school resources.
- 2) 67% of staff have a positive perception of the amount and quality of feedback faculty and staff receive.

Strategies to Address Growth Areas

- 1) AD hoc committee to evaluate current state of resources, determine school wide needs, and collectively create a plan for increasing amount and quality of resources.
- 2) Increase number of PPR walks conducted together as an admin team in order to calibrate feedback and identify common instructional needs to refine feedback to focused areas.

Quality School Climate and Safety Survey Data

School Data Strengths

- 1) Student perception data indicates that 99% of students surveyed believe our school is a caring place.
- 2) 97.1% of students feel like the adults at school care about them.
- 3) 98.5 % of students feel like adults at school work hard to make sure students are safe.

School Data Growth Areas

- 1) 25.6% of students do not feel comfortable stating their opinion in class even if others disagree.
- 2) 35.1% of students do not feel all students are treated the same if they break the rules.

Strategies to Address Growth Areas

- 1) Engage staff in conversations during PLCs around this data to increase awareness around student perceptions and to brainstorm strategies to address deficit areas.
- 2) Form a student advisory council to meet with principal, counselor, FRYSC and teachers to discuss and share student perceptions.

Terrace Metrics

School Data Strengths

- 1) Positive school experiences yielded 89% optimal.
- 2) In Global Satisfaction, 80% of students were satisfactory or optimal.
- 3) The Terrace Metrics Resiliency Survey indicated .02% of 5th grade students were considered needing priority support for their social/emotional well being.

School Data Growth Areas

- 1) 10% of students were considered at risk in the Hope indicator.

Strategies to Address Growth Areas

- 1) Continued implementation of SEL curriculum, Choose Love.
- 2) Analyzing additional curriculum (SMARTS) to incorporate into SEL model to assist students with executive functioning skills.
- 3) Implementation of Diversity and Inclusion Training for all staff and students.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|-----------|
| Attendance Rate | 96.33 | 96.36 | 96.08 |
| % F/R | 57.18 | 47.54 | 47.14 |
| Achievement Score/Proficiency | 64.7% <small>(reading)</small> 56.1% <small>(math)</small> | 60% <small>(reading)</small> 64.9% <small>(math)</small> | N/A |
| # Transfer (OE/Tuition) | 35 | 45 | 37 |
| Retention Rate | 0.4 | 0 | 0 |

Implementation and Impact

| 2019-2020 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase our percentage of students scoring proficient/distinguished in reading from 61.5% to 65.5% as measured by the school report card. To increase our percentage of students scoring proficient/distinguished in math from 58.3% to 62.3% as measured by the school report card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students scoring proficient/distinguished in writing from 63.5% to 67.15% as measured by the school report card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% to 34.5% as measured by the school report card. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% to 24.5% as measured by the school report card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase To increase the percentage of students showing growth in MAP for reading from 58.7% to 62.8% as measured by NWEA reports. To increase the percentage of students showing growth in MAP for math from 57.3% to 61.7% as measured by NWEA reports. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) We are stronger, as a team, as a result of the circumstances we have faced since March, 2020.
- 2) The combined percentage of students above the national average in reading and math improved in MAP from Fall to Winter in 2019-20 by 7.5 percentage points. Our team is determined to increase this percentage again in 2020-21.
- 3) The KY Impact Survey results and the Quality of School Climate and Safety results confirm what we already know- that RRE is still the place to be!

Report to the Board November, 2020 Fort Wright Elementary

School/Instructional Adjustments as a Result of COVID - 19

1. Growth mindset is top notch with 100% of teachers learning and implementing new technology; for example, Pear Deck, Jamboard, and IXL to improve synchronous and traditional instruction.
2. Teachers are working collectively to create a list of instructional videos with the best technology specific for each element in the Cycle of Instruction as FW is 1:1 with technology.
3. All grade levels have positively embraced a new Professional Learning Community (PLC) structure to deepen standard knowledge and improve weekly assessments and daily learning tasks.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) Eighty nine percent (89%) of kindergarten students scored at or above the 50th percentile on MAP Reading (Winter 2020) and MAP Math (Winter 2020) which is above the district average.
- 2) Sixty six percent (66%) of fifth grade students scored at or above the 50th percentile on MAP Reading (Winter 2020) which is above the district average.

- School Data Growth Areas

- 1) Twenty five percent (25%) of fourth grade students scored at or below the 28th percentile on MAP Reading (Winter 2020) which is above the district average.
- 2) Thirty six percent (36%) of fourth grade students scored at or below the 28th percentile on MAP Math (Winter 2020) which is above the district average.

- Strategies to Address Growth Areas

- 1) Professional learning on deconstructing standards, analyzing learning tasks and assessments to ensure varying levels of complexity.
- 2) Intentional focus on implementing student interventions as prescribed by the MTSS Team.
- 3) Goal setting for weekly assessments to improve the number of proficient readers and mathematicians at each grade level. Classrooms goals are celebrated when achieved.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 73% of primary students scored proficient on district reading common assessments from Fall of 2019 to Winter of 2020 which was above the school goal of 68%.

- School Data Growth Areas

- 1) 63% of all students (K-5) scored proficient on district reading common assessments from Fall of 2019 to Winter of 2020 which was below the school goal of 68%.
- 2) 59% of all students (K-5) scored proficient on district math common assessments from Fall of 2019 to Winter of 2020 which was below the school goal of 65%.

- Strategies to Address Growth Areas

- 1) FW will use the District Data Board to identify strengths and areas to improve in each PLC following common assessment administration and create both grade level, and individualized student plans for adjustments to instruction.
- 2) FW has created a school databoard to track weekly assessments and intervention data.
- 3) FW will analyze all weekly assessments to ensure the assessment is complex and hits the standard.

Impact Survey Data

- School Data Strengths

- 1) 96% of certified staff perceive respectful relationships are evident between admin and teachers.
- 2) 95% of certified staff perceive that behaviors are managed effectively.
- 3) 94% of certified staff perceive the overall social and learning climate of the school is positive.

- School Data Growth Areas

- 1) 18% of certified staff perceive the adequacy of the school's resources is not sufficient.
- 2) 10% of certified staff perceive the amount and quality of professional growth and learning opportunities available to faculty and staff is not effective.
- 1) 8% of certified staff perceive their readiness to address issues of diversity is not effective.

- Strategies to Address Growth Areas

- 1) FW will continue providing mentor teachers to all new staff at Fort Wright Elementary (including sharing of resources).
- 2) FW admin will provide differentiated professional learning opportunities to strengthen growth areas.
- 3) All FW staff will participate in a minimum of six hours professional learning on Diversity and Inclusion.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 99% of students perceive Fort Wright Elementary is a caring place according to the state School Climate Survey.
- 2) 96% of students feel they belong at Fort Wright Elementary according to the state School Climate Survey.

- School Data Growth Areas

- 1) 29% of students perceive students are being mean or hurtful to other students online (websites, apps, etc.) is a problem at my school according to the state School Climate Survey.

- Strategies to Address Growth Areas

- 1) FW will continue implementing Positive Behavior Instructional Supports (PBIS) to improve positive behavior at all times in all situations including in depth teaching of digital citizenship.

Terrace Metrics

- School Data Strengths

- 1) 97% of students reported having positive school experiences.
- 2) 85% of students were rated as satisfactory or optimal for global satisfaction.

- School Data Growth Areas

- 1) Ostracism increased from 8% to 15%.
- 2) 35% of students indicated concerns with hope.

- Strategies to Address Growth Areas

- 1) Invitations to weekly lunch groups for students indicating ostracism as a concern.
- 2) Small group intervention offered to students who scored as a risk or moderate concern for hope.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------------------|-------------------|-----------|
| Attendance Rate | 96.35 | 96.49 | 96.43 |
| % F/R | 56.25 | 48.51 | 50.43 |
| Achievement Score/Proficiency | 61.45% Proficiency | 51.5% Proficiency | N/A |
| # Transfer (OE/Tuition) | 76 | 80 | 89 |
| Retention Rate | 0 | 0.2 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <i>By 2020, Fort Wright Elementary School will increase reading proficiency for all students from 56% in 2019 to 60.85% in 2020 as measured by the school report card proficiency data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will increase math proficiency from 47.1% in 2019 to 51.95% in 2020 as measured by the school report card proficiency data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will increase the on-demand proficiency for all students from 46.3% in 2019 to 51.13% in 2020 as measured by the School Report Card proficiency data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will increase the science proficiency for all students from 43.1% in 2019 to 52.93% in 2020 as measured by the School Report Card proficiency data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2020 as measured by the school report card gap data</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2020 as measured by the school report card gap data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| <i>By 2020, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 62.47% in 2019 to 66.22% in 2020 measured by MAP data.</i> | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Fort Wright Elementary Impact Survey Data is above the state average in **ALL** categories.
- 2) School Climate Survey state data proves that students belong and LOVE being part of the TEAM at Fort Wright Elementary!
- 3) MAP data reveals the combined percentage of proficient readers and mathematicians improved by 12% from Fall 2019 to Fall 2020.
- 4) Fort Wright staff is enhancing technology instruction with the SAMR Model every day!



Report to the Board November 23, 2020

JA Caywood Elementary School

School/Instructional Adjustments as a Result of COVID - 19

1. Increased focus on SEL instruction including utilizing our newly purchased Second Steps Curriculum, Terrace Metrics data and aligned curriculum tools, as well as utilizing our new Why Try program to help students with emotional regulation during the pandemic.
2. Caywood has successfully implemented the 1:1 technology initiative to ensure that all students (grades 1-5) have access to devices in order to provide equity in instruction while in school as well as learning synchronously from home. Teachers and students have successfully implemented google meet and google classroom as primary platforms for learning.
3. Caywood teachers have successfully redefined the way we do teaching and learning in a very short amount of time. Teachers have participated in professional learning at the district and school level to learn how to implement new technology apps, platforms etc..in order to enhance instruction. Our School's Instructional Technology Coach is being utilized to work with grade level teams in providing differentiated professional learning in the SAMR model to work towards redefining student tasks and products that were previously inconceivable.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) In the area of Reading, third grade students increased their MAP score by 12.5% from Fall 2019 to Winter 2020, which was also above the district average.
- 2) In the area of Math, students in the achievement gap of students with disabilities increased their MAP score by 7.5% from Fall 2019 to Winter 2020.

- School Data Growth Areas

- 1) In the area of Reading, 62.94% of students scored at or above the 50th percentile on MAP in the winter of 2020 which is below the district average of 67.48%.
- 2) In the area of Reading, 12% of students in the achievement gap of students with disabilities scored at or above the 50th percentile on MAP in the winter of 2020 which is below the district average of 26.84%.

- Strategies to Address Growth Areas

- 1) Special Education Monthly PLC Data Digs to analyze and monitor Weekly and Common Assessment Data and proficiency levels of GAP students identified with special needs and make adjustments to instruction accordingly with intentional focus on Reading. Utilize both Caywood's Whole School Data Dashboard, as well as specific Caseload Data for IEP goals and growth to proficiency.
- 2) Focus feedback during monthly Instructional Walks in the area of formative assessments, with intentional focus on adjusting instruction based on formative assessments.
- 3) Continue Refining the MTSS process specifically focusing on aligning areas of concern and specific skill deficits in Reading to appropriate goals, interventions, and data collection tools.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 67% of K-2 students scored 80% or above on Math Common Assessments in 2019-20 (which is above the school's proficiency average).
- 2) 76.1% of K-2 students scored 80% or above on Reading Common Assessments in 2019-20 (which is above the schools proficiency average).

- School Data Growth Areas

- 1) 53% of 3rd- 5th grade students scored 80% or above on Math Common Assessments in 2019-20 (which is below the school's proficiency average).
- 2) 55% of 3rd-5th grade students scored 80% or above on Reading Common Assessments in 2019-2020(which is below the school's proficiency average).

- Strategies to Address Growth Areas

- 1)Created Caywood Data Dashboard to monitor growth by grade level of proficiency in Reading and Math. PLC Meetings will occur monthly to review and analyze weekly and common assessments and make adjustments in instruction.
- 2)Implement Proficiency Celebration Badges twice monthly to recognize grade levels who have 70% of students at Proficient (80% or above) in Reading or show growth from the previous measure. Red Comet badges will be put on classroom doors for showing growth, and Blue comet badges for hitting the 70% mark or above. Grade Level recognition will be announced schoolwide and classroom teachers will recognize individual students within their own classroom setting.
- 4) Special Education Monthly PLC Data Digs to analyze and monitor Weekly and Common Assessment Data proficiency levels of GAP students identified with special needs and make adjustments to instruction accordingly.

ACCESS for EL Students

- School Data Strengths

- 1) The state goal set for Caywood for Proficient and above students was 31.8%. Our actual score of 46.3% proficient and above students far exceeded that goal by 14.5%.
- 2) 86% of students showed growth from the previous years Access Scores.

- School Data Growth Areas

- 1) 91.3% of our EL student population scored at the developing level (or below) in the writing domain as measured by the 2020 Access test.
- 2) 70% of our EL student population scored at the developing level (or below) in the speaking domain as measured by the 2020 Access Test.

- Strategies to Address Growth Areas

- 1) Utilize Caywood School Data Dashboard to measure Proficiency Levels on Weekly and Common Assessments in reading and math. Analysis of this data occurs twice monthly at PLC Meetings with focus on GAP groups, including EL students. EL staff PLC monthly meeting to analyze weekly and common assessments and determine any adjustments in instruction or services.
- 2) Increase the ratio of live vs. software based communicative activities in order to give more practice with speaking in conversation.
- 3) Increase scaffolded writing strategies using the “GO TO” strategies including graphic organizers, dialogue journals and content learning logs.

Impact Survey Data

- School Data Strengths

- 1) 100% of teachers use assessment data to inform their instruction
- 2) Over 90% of teachers find it easy to interact with students at Caywood who are from a different cultural background from their own.

- School Data Growth Areas

- 1) 34% of teachers perceive the overall social and learning climate of the school as favorable compared to 62% in the state.
- 2) 23% of teachers perceive the adequacy of school resources as favorable as compared to 46% in the state.

- Strategies to Address Growth Areas

- 1) Conduct Fall, Winter and Spring surveys regarding identified areas of growth. Take specific input from teachers to inform school leadership on next steps in improving school climate and culture.
- 2) Celebrate grade level and whole school student growth and achievement of student proficiency on weekly and common assessments each month. Grade Levels will earn badges on their doors for growth and meeting the 70% proficiency mark.
- 3) Prioritize and value teacher time by differentiating PLC meetings, Faculty Meetings and professional learning opportunities.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 98.6% of students reported that adults in my school care about me
- 2) 94% of all students reported that they believe that adults in school make sure all students get what they need to be successful
- 3) 99.7% of students reported that adults in my school work hard to make sure students are safe

- School Data Growth Areas

- 1) 38% of students reported that students being mean or hurtful to other students online is a problem at my school
- 2) 62% of students reported that student who are mean or hurtful to other students is a problem at this school

- Strategies to Address Growth Areas

- 1) Teacher and student awareness of responses
- 2) Implement Online Protocol Training (Digital Driver's License) in Special Area Class (Library/Technology Class)
- 3) SEL- In Class Guidance Lessons revolving around hurtful behavior; continue Squad Goal awards recognizing Kindness, use of Second Steps Curriculum for ALL students grades K-5 to focus on using respectful behavior towards others.

Terrace Metrics

- School Data Strengths

- 1) 0% of students report getting bullied for both Fall of 2020 and Winter of 2020
- 2) 69% of our students scored in the optimal and satisfactory range in the Fall of 2020, which was an increase from 63% in the Spring of 2020.
- 3) 100% of students report positive school experiences as a satisfactory or optimal resilience indicator in the Fall of 2020.

- School Data Growth Areas

- 1) 33% of students in fifth grade scored within the at-risk and moderate range for hopelessness
- 2) 11% of students in fifth grade scored within the at-risk range for ostracism in the Fall of 2020, which is an increase from 7% in the Winter of 2020.

- Strategies to Address Growth Areas

- 1) PLC's with 5th grade on how to utilize the Terrace Metrics Curriculum to address areas of concern. (hopelessness and ostracism)
- 2) Purchased Second Steps Curriculum to utilize with K-5 students for SEL Tier I school wide instruction.
- 3) Select staff trained over the summer in the Why Try program, which provides small group and individual targeted curriculum to address Tier II, Tier III and Special Needs students focusing on growth mindset, empowerment and teaching students to be intrinsically resourceful and successful.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Attendance Rate | 96.1% | 96.4% | 95.93% |
| % F/R | 66.46% | 53.77% | 54.38% |
| Achievement Score/Proficiency | 58.9% | 59.76% | N/A |
| # Transfer (OE/Tuition) | 69 | 71 | 70 |
| Retention Rate | 0.2 | 0 | 0.2 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase Increase the number of proficient and distinguished students in the area of reading from 57.5% in 2019 to 61.75% in 2020 | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase Increase the % of proficient and distinguished students in On-Demand Writing from 51.5% in 2019 to 56.35% in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 18.2% in 2019 to 26.38% in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase Increase % of students showing growth in Reading from 53.04% in Spring 2019 to 59.68% in Spring 2020. (growth) | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 98.6% of Caywood students feel safe at school and feel strongly that adults care about them and work hard to keep them safe(99.7%). Students also feel that adults do everything possible to ensure their success.
- Intentional focus on identified GAP students is showing positive trends:
 - In the area of Math, students in the achievement gap of students with disabilities increased their MAP score by 7.5% from Fall 2019 to Winter 2020.
 - The percentage of Caywood EL Students exceeded the goal for Proficient and above by 14.5% with 86% of EL students showing growth from the previous year's Access Scores.



Report to the Board November 23, 2020

RC Hinsdale Elementary School

School/Instructional Adjustments as a Result of COVID - 19

1. Increase weekly SEL instruction time to one full instruction period per week with intentional daily reinforcement and the use of Second Steps school-wide to support students in our re-entry process.
2. We have welcomed back 100% of our first grade students and successfully transitioned them from synchronous to in-person instruction.
3. Successful training and implementation of Google tools and technology resources school-wide to address all students' needs.

Formative Data

(MAP)

- School Data Strengths

- 1) 78% of students scored at or above the 50th percentile in Reading in the Fall of 2020 which was an increase of 3.5% from the Fall of 2019
- 2) 76% of students scored at or above the 50th percentile in Math in the Fall of 2020.

- School Data Growth Areas

- 1) 57.45% students showed growth in reading from the fall and winter 2019-2020 as compared to the district average growth of 59.24%
- 2) 52.76 % of students showed growth in math from the fall and winter 2019-2020 as compared to the district average growth of 57.75%.

- Strategies to Address Growth Areas

- 1) Students set goals for demonstrating growth in weekly classroom and common assessments and MAP from fall to winter.
- 2) Teachers will utilize a protocol for reviewing classroom assessment data bi-weekly in PLCs.

Formative Data (Cont.)

(Common Assessments)

- School Data Strengths

- 1) An average of 81.25% of students in grades K-5 met benchmark on 2019-2020 ELA Common Assessments which is above the district average.
- 2) An average of 78.25% of Students in grades K-3 met benchmark on 2019-2020 Math Common Assessments which is above the district average.

- School Data Growth Areas

- 1) An average of 61% of students in 4th & 5th grades met benchmark on 2019-2020 Math Common Assessments which is below the district average.
- 2) An average of 71.5% of students in 4th and 5th grades met benchmark on 2019-2020 ELA Common Assessments which is below the district average.

- Strategies to Address Growth Areas

- 1) Use Data Review protocol to analyze Common Assessment data in PLCs.
- 2) Celebrate K-5 students meetings benchmark and demonstrating growth on Common Assessments.

Impact Survey Data

- School Data Strengths
 - 1) 71% staff perceive the overall school social and learning climate as favorable which is above the county and state averages.
 - 2) 79% staff rated their perceptions of readiness to address issues of diversity which is above the county and state averages.
 - 3) 74% of certified staff rated Managing Student Behavior as favorable which is above the county and state averages
- School Data Growth Areas
 - 1) 52% of certified staff perceive feedback and coaching as favorable which is below the state average.
 - 2) 49% of certified staff perceive of professional learning as favorable which is below the state and county averages.
 - 3) 21% of certified staff perceive the adequacy of the resources available as favorable which is below state and county averages.
- Strategies to Address Growth Areas
 - 1) Collect specific feedback from staff on professional learning and coaching to determine strategies to increase the quality and amount provided.
 - 2) Teams review current list of resources to determine what is missing and prioritize budgetary needs to make recommendations to SBDM.

Terrace Metrics

- School Data Strengths

- 1) 96% of students scored in the optimal range for Positive School Experiences
- 2) 100% of respondents reported no bullying behavior.

- School Data Growth Areas

- 1) The percent of students reporting Ostracism increased from 4% in the Spring of 2020 to 9% in the Fall of 2020.
- 2) 9% of students scored in the At Risk range for the resiliency indicator of Hope.

- Strategies to Address Growth Areas

- 1) Guidance Counselor will provide instruction to 5th graders on the two most common resiliency indicators that flagged as a priority concern. (Ostracize & Global Satisfaction)
- 2) Weekly SEL lessons will reinforce inclusive practices and positive self-images.

Quality School Climate and Safety Survey Data

- **School Data Strengths**

- 1) 86% of students completing survey strongly agreed with the statement: Adults in my school work hard to make sure students are safe.
- 2) 84% of students completing survey strongly agreed with the statement: I know what to do if there is an emergency (lockdown, tornado, earthquake, etc) at my school.

- **School Data Growth Areas**

- 1) 29% of students disagreed with the following statement: Broken things at this school get fixed quickly.
- 2) 14.6% of students strongly agreed with the following statement: Students being mean or hurtful to students online is a problem at my school.

- **Strategies to Address Growth Areas**

- 1) Implement an in-house work order system submission through Google Forms that allows staff to notify Plant Manager of issues with broken items.
- 2) Special Areas Teachers provide instruction for online safety and lessons on cyberbullying.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Attendance Rate | 97.69 | 97.49 | 96.86 |
| % F/R | 18.87 | 20.46 | 21.37 |
| Achievement Score/Proficiency | 88.2 | 85.9 | N/A |
| # Transfer (OE/Tuition) | 57 | 55 | 40 |
| Retention Rate | 0 | .5 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Increase percent Proficient/Distinguished in combined Reading and Math, from 70.24 in 2018 to 73.24 in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Increase the Separate Academic Indicator from 81.8 in 2018 to 89.04 in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Increase the percent of Proficient/Distinguished in combined Reading and Math for students with disabilities from 45.73 in 2018 to 54.76 in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Increase percent of students showing growth in KPREP Reading from 52.5 in 2018 to 55.6 in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Between 2018-2020 we continue to see monthly attendance rates averaging above 96% which has transitioned to equally high participation rates this year.
- 2) Our EL students are showing tremendous progress and 8 out of 13 students are on track to exit the program.
- 3) Our 99th Percentile MAP Club inducted 37 students in October 2020 including 5 students in reading and math.

Report to the Board November, 2020

White's Tower Elementary

School/Instructional Adjustments as a Result of COVID - 19

1. Virtual Kagan with strategies modified for social distancing. Following June Kagan Workshop, Teacher Leaders trained staff in Virtual Kagan Strategies for incorporation into 2020-21 synchronous instruction.
2. MTSS groupings and supports maintaining social distancing through push in and pull out of classrooms and individual student technology as a resource.
3. Utilization of Google Meets and Google Classroom, as appropriate, during in-person. Starting the school year synchronously encouraged the teachers to increase technology as a teaching tool. The new technology experiences and opportunities have been imbedded in everyday classroom instruction.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) 2019-2020 Winter MAP Results: Reading % of students showing growth with IEP's was 66.28%, 4.81% above the district average.
- 2) 2019-2020 Winter MAP Results: Math % of students showing growth with IEP's was 66.28%, 8.49% above the district average.

- School Data Growth Areas

- 1) 2019-2020 Winter MAP Results: % of ALL students showing growth was 58.66%, which was below the district by .58%
- 2) 2019-2020 Winter MAP Results: 2nd grade Proficient/Distinguished in math was below district average by 7.4%

- Strategies to Address Growth Areas

- 1) Refinement of Rtl groups based on student deficits and groups are adjusted accordingly
- 2) Utilization of the Cycle of Quality Instruction to provide clear and specific feedback to ensure student mastery.
When identical themes are found, professional development will be created to address specific areas within the cycle.
- 3) Teachers create high cognitive demand tasks with individual student products that are aligned to the standards.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 2019 - 2020 Common Assessment Data: 5th grade reading average was 82% P/D and math was 84% P/D
- 2) 2019-2020 Common Assessment Data: Kindergarten reading average was 87% P/D and math was 80.75% P/D

- School Data Growth Areas

- 1) 2019 - 2020 Common Assessment Data: 2nd grade reading average was 58% P/D
- 2) 2019 - 2020 Common Assessment Data: 4th grade reading average was 56% P/D and math was 59.5% P/D

- Strategies to Address Growth Areas

- 1) Tracking student progress in proficiency in standards using assessment tracking form.
- 2) Refinement of MTSS groups based on student deficits and groups are adjusted as needed.
- 3) Analyzing student products and weekly assessments, providing feedback and support

Impact Survey Data

- School Data Strengths

- 1) According to 2020 Impact Survey Data Results a favorable stand out: Manage Student Behavior 82%, 17% higher than state average.
- 2) According to 2020 Impact Survey Data Results a favorable stand out: Staff-Leadership Relationship 82%, 6% higher than state average.
- 3) According to 2020 Impact Survey Data Results a favorable stand out: School Climate 81%, 19% higher than state average.

- School Data Growth Areas

- 1) According to 2020 Impact Survey Data Results concern: Resources 47% favorable, only 1% higher than state average, however it was WTE's lowest Topic.
- 2) According to 2020 Impact Survey Data Results concern: Feedback & Coaching 56% favorable, right at state average, however it was WTE's 2nd lowest Topic.

- Strategies to Address Growth Areas

- 1) Creatively utilize space effectively and appropriately.
- 2) Utilization of the Cycle of Quality Instruction to provide clear and specific feedback. When identical themes are found, professional development will be created to address specific areas within the cycle.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my school. 90.4% Strongly Agree
- 2) Adults in my school work hard to make sure students are safe. 87.4% Strongly Agree
- 3) My teachers expect me to do my best all the time. 79.5% Strongly Agree

- School Data Growth Areas

- 1) Students at this school respect each other's differences (gender, culture, race, religion, ability). 33% Disagree of two or more races
- 2) I feel comfortable stating my opinion in class even if others disagree. 16.7% Disagree/Strongly Disagree
- 3) All students are treated the same if they break school rules. 25% Disagree/Strongly Disagree

- Strategies to Address Growth Areas

- 1) Use SEL lessons to encourage diversity and invite speakers/assemblies as well.
- 2) Train teachers to increase accountable talk during class discussions to include all points of view, through multiple opportunities. This will also encourage others to share their opinions freely.
- 3) Further training in PBIS to assure fidelity in implementation to all students.

Terrace Metrics

- School Data Strengths

- 1) Global Satisfaction at WTE was 4.88%, compared to the district was 4.81%. WTE was .07% higher and showed a school wide increase from 4.0% to 4.88%.
- 2) Positive School Experiences at WTE was 5.32%, compared to the district was 5.26%. WTE was .06% higher and showed a school wide increase from 5.0% to 5.32%.

- School Data Growth Areas

- 1) Ostracism at WTE was 2.03%, compared to the district was 1.96%. WTE was .07% below the district.

- Strategies to Address Growth Areas

- 1) Utilize materials and resources from TerraceMetrics.org/educators, to teach students resiliency and bully prevention
- 2) 5th grade teachers teach positive social relationships curriculum
- 3) SEL classes will focus on self esteem and counselor bully prevention lessons

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|--------------------------------------|-------------------------------------|-----------|
| Attendance Rate | 96.30% | 96.11% | 95.69% |
| % F/R | 50.6% | 47.07% | 44.20% |
| Achievement Score/Proficiency | 72.35% Combined P/D 57.16% SAI | 71.95% Combined P/D 50.7% SAI | N/A |
| # Transfer (OE/Tuition) | 28 | 68 | 74 |
| Retention Rate | 1 | 2 | 2 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase combined reading and math KPREP proficiency score from 72% in 2019 to 75.5% by 10/31/20 as measured by school report card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase overall science P/D from 38.8% in 2019 to 46.9% in 2020 | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Writing P/D from 50% in 2019 to 57.25% in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase percentage of combined reading and math for students with IEP's from 50.4% in 2019 to 56.55% in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase MAP proficiency in reading from 69.3% in spring 2019 to 73% in spring 2020 and math from 71.5% in spring 2019 to 74.8% in spring 2020 as measured by MAP assessments. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) 2019-2020 Winter MAP: 66.28% of students with IEP's showed growth in Reading & Math from the Fall 2019 MAP to Winter 2020 MAP.
- 2) 2019-2020 Winter MAP: Scored above the district average in % at or above 50th percentile in 8 out of 12 reading & math areas per grade level.
- 3) According to 2020 Impact Survey Data Results here are the favorable stand outs: Educating All Students 79%, School Leadership 80%, School Climate 81%, Staff-Leadership Relationship 82% & Managing Student Behavior 82%. These favorable percentages are 12.2% higher than the state average in these areas.



Report to the Board November, 2020

Kenton Elementary School

School/Instructional Adjustments as a Result of COVID - 19

1. School staff have embraced new technology platforms including, but not limited to Google Classroom, Google Meet, Wonders student workspaces, Zearn, flipgrid. Teachers have shared resources and information how to use these technology programs to enhance learning.
2. Staff have increased social emotional learning lessons. Teachers are using “Choose Love Curriculum” also technology platforms such as class Dojo throughout the school day.
3. School staff have worked to plan virtual events throughout the school year, such as Readifest, Literacy Night, Math Night.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) 2019-2020 Fall Reading MAP scores indicate that 71.53% of all students scored at or above the 50%ile which is higher than the district average of 63.46%. This is a difference of 8.07%.
- 2) Kindergarten Reading Winter Map scores increased from 44% scoring at or above the 50%ile in 2017-2018 to 82.35% in 2019-2020, this is 38.35% increase. Math scores in 2017-2018 showed 56% scored at or above the 50%ile compared to 82.35% in 2019-2020, this is a 26.35% increase.

- School Data Growth Areas

- 1) Winter 2020 Reading MAP scores show 44.29% of students with disabilities scored at or above the 50%ile compared to 77.54% of students without disabilities.
- 2) Winter 2020 Math MAP scores show 47.83% of students with disabilities scored at or above the 50%ile compared to 73.59% of students without disabilities.

- Strategies to Address Growth Areas

- 1) Regular education and special education teachers will plan co-teaching lessons to implement in the classroom. District consultants will work with teachers through imbedded professional development, class visits and meetings during PLC to give feedback and discuss next steps for students.
- 2) Grade level teachers, including special education teachers, developed individual plans for students with disabilities using the MAP learning continuum report and student progress reports in reading and math. At PLC meetings, teachers discuss standards that have been mastered according to these plans. When standards are not mastered, a remediation plan is developed for students.
- 3) Teachers create individual goals with students for each MAP test. Teachers celebrate with students when they meet their goals throughout the school year.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 2019-2020 77% of Kindergarten students scored proficient/distinguished on Reading common assessments/ weekly assessments. This is above the school average of 60%
- 2) 2019-2020 overall First Grade Math weekly assessments/common assessments results indicate that 71% of students scored proficient/distinguished. This is above the school average of 63%.

- School Data Growth Areas

- 1) 2019-2020 Overall Fifth grade Math weekly assessments/common assessment results show indicate 15% of GAP students scored proficient/distinguished compared to 49% of non-GAP students.
- 2) 2019-2020 Overall third grade common assessments/Weekly assessment data shows 0% of GAP students scored proficient/distinguished compared to 38% of non-GAP students.

- Strategies to Address Growth Areas

- 1) At weekly PLC meetings, teachers analyze progress towards proficiency according to weekly assessments, common assessments and progress monitoring tools (Dibels and Aimsweb) also progress on IEP goals to develop plans to remediate skill deficits.
- 2) Weekly assessments in all subjects with remediation from teachers to help clear up any misconceptions by students.
- 3) Teachers will develop individual goals with students for weekly assessments. Teachers will celebrate with students throughout the year as students meet their goals.

Impact Survey Data

- School Data Strengths

- 1) 80% of staff indicate Kenton Elementary has a overall positive school climate. This is above the district average of 58% and the state average of 62%.
- 2) 93% of staff indicate that there is a positive relationship between staff and leadership
- 3) 100% of staff indicate teachers use assessment data to inform instruction.

- School Data Growth Areas

- 1) 97% of staff indicated that access to instructional technology needs to improve. This is greater than the state average of 50%.
- 2) 39% of staff indicated that professional learning opportunities are valuable, which is lower than the state average of 50%.
- 3) 59% of teachers reported that they are effective with managing disruptive students in the classroom. This is below the district average of 73% and the state average of 77%.

- Strategies to Address Growth Areas

- 1) Kenton Elementary is participating in the KCS D 1:1 initiative. This provides technology for all students . This initiative also includes embedded professional learning sessions about the SAMR model on how to technology is being used to enhance instruction in the classroom.
- 2) Staff was surveyed regarding what type of professional learning sessions would be most valuable. Staff indicated that professional learning around students social emotional learning and mental health would be the most beneficial to have throughout the year. These session will occur with school staff, district staff and outside agencies. School counselor works with teachers to discuss students with social emotional needs to provide group or individual strategies.
- 3) Teachers will participate in professional learning sessions to learn behavior strategies to use in the classroom. Teachers will work with school counselor and district staff on interventions to use with small groups and individual students.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 99.7% of all students agree/strongly agree that adults at Kenton Elementary work hard to make sure students are safe.
- 2) 99% of all students agree/strongly agree that they know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at school.
- 3) 96.6% of students said they agree/strongly agree that their teachers expect them to their best at all times.

- School Data Growth Areas

- 1) 62.5% of students agree/strongly agree that students being mean or hurtful at school is a problem
- 2) 21.2% of students disagree/strongly disagree that students at this school respect each other's differences (gender, culture, race, religion, ability).
- 3) 31.3% students disagree/strongly disagree that broken things at this school get fixed quickly.

- Strategies to Address Growth Areas

- 1) Teachers lead Tier I social emotional lessons following the "Choose Love" Curriculum. Students participate in Tier II and/or Tier III social emotional groups to target specific skills.
- 2) Cultural awareness committee was formed this year to plan lessons and give resources to teachers to implement. Teachers will also participate in professional learning sessions that are focused on cultural awareness.
- 3) School staff will work with district staff on repairing technology/building issues in a timely manner throughout the school year.

Terrace Metrics

- School Data Strengths

- 1) 0% of students were determined to be high priority students in Fall 2020.
- 2) 100% of students reported a positive school experience in the Fall of 2020 compared to 95% in the winter of 2020.

- School Data Growth Areas

- 1) 10% of students determined ostracism was the largest area of concern in Fall of 2020 compared to 2% of students in Spring 2020.
- 2) The percentage of students increased in the area of hope from Spring 2020 and Fall 2020 from 4.00% to 4.51%. Which is the resiliency indicator with the least amount of growth from Winter to Fall.

- Strategies to Address Growth Areas

- 1) School Counselor developed individual/Group sessions to meet with students to target specific skills based on results.
- 2) Tier I Social emotional instruction will be implemented using the “Choose Love” curriculum. Tier II and Tier III social emotional lessons will be implemented to target specific skills.
- 3) Teachers will work with school counselor on strategies to help students in the classroom. This will include class visits by counselor and embedded professional learning throughout the school year.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Attendance Rate | 96.92% | 96.61% | 96.43% |
| % F/R | 42.9% | 44.52% | 41.98 % |
| Achievement Score/Proficiency | 81.5/78.1 | 84.1/80.3 | N/A |
| # Transfer (OE/Tuition) | 38/6 | 34/4 | 22/2 |
| Retention Rate | 1 | 3 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Progress Towards Goal: Met, Improved, Declined (score with +/- actual #, if applicable) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaborate to increase Collaborate to increase reading proficiency from 67.3 % P/D to 71.0% P/D in October 2020. Collaborate to increase math proficiency from 65.7% P/D to 69.4% P/D in October 2020. | Based upon the data of... This goal can not be measured because testing did not take place in the 2019-2020 school year due to the Covid-19 Pandemic. |
| Collaborate to increase Collaborate to increase combined separate academic indicator score from 56.4%P/D to 61.65% by October 2020. | Based upon the data of... This goal can not be measured because testing did not take place in the 2019-2020 school year due to the Covid-19 Pandemic. |
| Collaborate to increase Collaborate to increase reading from 45.7% P/D to 50.7% P/D by October 2020. Collaborate to increase math from 39.1% P/D to 44.1 % P/D by October 2020. | Based upon the data of... This goal can not be measured because testing did not take place in the 2019-2020 school year due to the Covid-19 Pandemic. |
| Collaborate to increase Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 67.20% in Spring of 2019 to 69.20% by Spring of 2020. Collaborate to increase math percentages of students achieving growth in MAP percentiles from 66.5% in Spring of 2019 to 70.5% by Spring of 2020. | Based upon the data of... This goal can not be measured because testing did not take place in the 2019-2020 school year due to the Covid-19 Pandemic. |

Celebrations

- 1) 2019-2020 Literacy data shows that 79.17% of all third grade students were reading at or above grade level. This is 15.28% above the district percentage of 63.89%
- 2) Overall, Winter Reading MAP data in 2019-2020 shows 77.54% of students were at or above the 50%ile. This is above the district average of 68.82%. This is a difference of 8.72%.
- 3) Overall percentage of students at or above the 50%ile on Winter MAP increased in both Reading and Math from 2018-2019 to 2019-2020. Reading increased by 6% and Math by 5%.

Report to the Board November 23, 2020

Beechgrove

School/Instructional Adjustments as a Result of COVID - 19

1. Teachers and instructional aides have been trained in Google Classroom and other Google tools. We now have 7 Google Certified Teachers.
2. Teachers attended a June virtual professional development where they examined the adjusted curriculum and began developing weekly assessments aligned to standards.
3. Teachers aligned curriculum with the Beechgrove Instructional Model through the review of resources to allow vertical alignment. Instructional practices were reviewed to ensure all parts of the model are included so that instruction and assessments are aligned with standards.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) 5% increase in students scoring at or above the 50th percentile on MAP reading from Winter 2019 to Winter 2020.
- 2) 14% increase in the percentage of students with disabilities scoring at or above the 50th percentile on MAP reading from Winter 2019 to Winter 2020.

School Data Growth Areas

- 1) 53% of math students scored at or above the 50th percentile on Winter MAP in 2020 as compared to 67% of math students who scored at or above the 50th percentile on Winter MAP in 2019.
- 2) 17% of math students with disabilities scored at or above the 50th percentile on Winter MAP in 2020 as compared to 29% of math students with disabilities who scored at the 50th percentile on Winter MAP in 2019.

- Strategies to Address Growth Areas

- 1) PLC time will be utilized to align standards and to create common formative assessments and learning targets that are meaningful and rigorous providing effective Tier 1 instruction.
- 2) Intentionally provide opportunities at PLC meetings to monitor, adjust, and share common formative assessment results so that instructional strategies and practices are shared and collaboration occurs within team planning.
- 3) Admin Team will schedule one PPR walk together per week so that feedback is calibrated and aligned to the elements of the Cycle of Quality Instruction.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 11% increase in students scoring at or above benchmark on math common assessments from 2019 to 2020.
- 2) 17% increase in students scoring at or above benchmark on ELA common assessments from 2019 to 2020.

- School Data Growth Areas

- 1) 52% of 4th grade ELA students scored at or above benchmark on common assessments in 2020 as compared to the school average of 61% of 4th grade ELA students who scored at or above benchmark on common assessments in 2019.
- 2) 57% of 1st grade ELA students scored at or above benchmark on common assessments in 2020 as compared to the school average of 68% of 1st grade students who scored at or above benchmark on common assessments in 2019.

- Strategies to Address Growth Areas

- 1) PLC time will be utilized to align standards and to create common formative assessments and learning targets that are meaningful and rigorous providing effective Tier 1 instruction.
- 2) Intentionally provide opportunities at PLC meetings to monitor, adjust, and share common formative assessment results so that instructional strategies and practices are shared and collaboration occurs within team planning.
- 3) Admin Team will schedule one PPR walk together per week so that feedback is calibrated and aligned to the elements of the Cycle of Quality Instruction.

Impact Survey Data

- School Data Strengths

- 1) 80% of teachers surveyed responded favorably to addressing issues of diversity and education of all students as compared to the state average of 74%.
- 2) 72% of teachers surveyed responded favorably to students having supportive interactions with each other as compared to the state average of 62%.

- School Data Growth Areas

- 1) 36% of teachers surveyed responded favorably that feedback received was useful as compared to the state average of 56%.
- 2) 35% of teachers surveyed responded favorably to the amount of professional growth and learning opportunities available to faculty and staff as compared to the state average of 59%.
- 3) 15% of teachers surveyed responded favorably to the adequacy of school resources as compared to the state average of 46%.

- Strategies to Address Growth Areas

- 1) Utilize KCS D Common Feedback Frames as a way to ensure quality feedback is given to teachers throughout PPR walks.
- 2) Restructure PLC time to include admin and team collaboration so that weekly assessments are aligned to standards and appropriate Tier 1 instructional strategies are shared among team and implemented to fidelity.
- 3) Collaborate with district leaders to maximize current space throughout the building and plan for future facility possibilities.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 98% of students reported that adults in my school greet and talk to students in the hallways
- 2) 96% of students reported adults in my school care about me
- 3) 94% of students reported that adults in my school make sure all students get what they need to be successful

- School Data Growth Areas

- 1) 41% of students reported we are taught ways to stop mean or hurtful behavior when I see it happen
- 2) 38% of students reported if students are mean or hurtful to other students at my school, there is a safe way to report it to an adult

- Strategies to Address Growth Areas

- 1) Utilize Second Step lessons to assist students with strategies to help stop mean and hurtful behavior.
- 2) Develop a protocol for adult advocates to share with students so that they know how to report mean and hurtful behavior.

Terrace Metrics

- School Data Strengths

- 1) Overall Behavioral Health and Well-Being increased from students scoring 7% in the Optimal category on Winter 2020 Terrace Metrics to scoring 20% in the Optimal category on Fall 2020 Terrace Metrics.
- 2) Students received a mean score of 5.12 on having positive school experiences (3.57 Terrace Metrics average) up from 4.00 on Winter Terrace Metrics.

- School Data Growth Areas

- 1) The category of Ostracism (1.80) falls below the Terrace Metrics average of 2.32
- 2) 25% of our students scored Moderate Concern in the Hope category on Fall 2020 Terrace Metrics as compared to 17% in Winter 2020.

- Strategies to Address Growth Areas

- 1) Increase the number of times counselor, KTP worker, teachers and Admin check in and check out with students who may be experiencing ostracism.
- 2) Provide additional support, school-based counseling, and small group work for At Risk students.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Attendance Rate | 96.14 | 96.05 | 95.71 |
| % F/R | 64.17 | 51.72 | 49.21 |
| Achievement Score/Proficiency | 78.6 | 74.4 | N/A |
| # Transfer (OE/Tuition) | 31 | 21 | 19 |
| Retention Rate | 0 | 0 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase the percentage of students who are proficient and distinguished in math on the state assessment from 58.9% in 2019 to 79.5% by May 15, 2023. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students who are proficient/distinguished in writing for students from 41.5% in 2019 to 70.8% by May 15, 2023. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of special education students who are proficient/distinguished in reading and math from 53.2% in 2019 to 76.6% by May 15, 2023. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students showing growth in MAP for reading from 50.7% in Spring 2019 to 71.4%. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) 52 families are participating in our Virtual Born Learning Academy. Over the past several years participation ranges from 30-35 families.
- 2) Students who scored at or above the 50th percentile increased 12% from Fall MAP 2019 to Fall MAP 2020.
- 3) Our summer feeding program provided over 22,000 breakfast and lunch meals (average 2000 a month).

Report to the Board November, 2020

Piner Elementary School



School/Instructional Adjustments as a Result of COVID - 19

1. Teachers and paraeducators have received training and are implementing Google Classroom and Google Meet as a means to provide lessons and share learning materials while in synchronous learning.
2. Piner is now 1:1 with technology and all students in grades K-5 have a Chromebook to access Google Classroom and Google Meet for lessons.
3. Students are able to move fluidly between in-person and synchronous instruction as needed which maximizes their learning opportunities.

Formative Data

(MAP/CERT)

School Data Strengths

- 1) In Winter 2018 Math MAP, the grade-level combined average of students scoring 50th percentile or higher was 70.35%; in 2019, the combined average of the same students scoring 50th percentile or higher was 71.42. This was an increase of 1.07% of students scoring at 50th percentile or higher in Math.
- 2) In Winter 2018 Reading MAP, the grade-level combined average of students scoring 50th percentile or higher was 65.64%; in 2019, the combined average of the same students scoring 50th percentile or higher was 69.49. This was an increase of 3.85% of students scoring at 50th percentile or higher in Reading.

School Data Growth Areas

- 1) In Winter of 2019, 69.49% of our students scored in the 50th percentile or above on MAP in Reading as opposed to only 26.32% of our students receiving special education services.
- 2) In Winter of 2019, 71.42% of our students scored in the 50th percentile or above on MAP in Math as opposed to only 34.21% of our students receiving special education services.

Strategies to Address Growth Areas

- 1) Students will own their learning by tracking their own progress and set goals for MAP, weekly, and common assessments.
- 2) Teachers will be receiving ongoing follow-up to co-teaching strategies training & implement strategies into daily instruction.
- 3) Data review of MAP assessments in the areas of reading and math in PLC's. Review MTSS data in MTSS PLCs. Data review with special education tracking sheet in Special Education PLC's and weekly PLC's. Teachers will use individual student data to adjust specific student goals and adjust instruction.



Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

School Data Strengths

- 1) Kindergarten and 1st Grade Reading with an average of 87.2% of the students scoring 80% or higher.
- 2) Kindergarten and 1st Grade Math with average of 79.8% of the students scoring 80% or higher.

School Data Growth Areas

- 1) 5th Grade Reading with an average of 44% of the students scoring 80% or higher.
- 2) 4th Grade Math with an average of 47.8% of the students scoring 80% or higher.

Strategies to Address Growth Areas

- 1) Students will own their learning by tracking their own progress and set goals for weekly and common assessments.
- 2) Data review of weekly and common assessments in the areas of reading and math in weekly PLC's. Review MTSS data in MTSS PLC's.
- 3) Data review with special education tracking sheet in Special Education PLC's and weekly PLC's. Teachers will use individual student data to adjust specific student goals and adjust instruction.

Impact Survey Data

- School Data Strengths

- 1) School Leadership and Staff Leadership relationships 90 and 97%.
- 2) Feedback and Coaching and Managing Student Behavior were at 83 and 85%.
- 3) All areas were at or above the Kentucky elementary schools average and Kenton County average.

- School Data Growth Areas

- 1) The lowest area was the perception of the adequacy of the school's resources which was 45% favorable.
- 2) The school facility and repairs was the lowest in the area of resources at 5% favorable.
- 3) The spending their own money on classrooms was also the lowest in the area of resources at 5% favorable.

- Strategies to Address Growth Areas

- 1) We are conducting regularly scheduled facilities walks with an administrator and the lead custodian to prioritize facilities repairs.
- 2) Teachers will work in teams to discuss specific facility needs and prioritize those areas of need then share that with the administrators.
- 3) Teachers will create a list of specific resources for their classrooms and share that with administrators. Administrators will then prioritize and budget for the needed resources.

Quality School Climate and Safety Survey Data

School Data Strengths

- 1) 100% of the students agreed or strongly agreed that they know what to do if there is an emergency.
- 2) 100% of the students agreed or strongly agreed that the adults at Piner work hard to make sure they are safe.
- 3) 100% of the students agreed or strongly agreed that the adults at Piner care about them.

School Data Growth Areas

- 1) 61.9% of the school agreed or strongly agreed that students who are mean or hurtful to other students is a problem at Piner.
- 2) 44% of the school agreed or strongly agreed that students being mean or hurtful to other students online is a problem at Piner.
- 3) 36.1% of the school disagrees or strongly disagrees that broken things at Piner gets fixed quickly.

Strategies to Address Growth Areas

- 1) We are increasing the number of SEL and guidance lessons with all students this year.
- 2) We are teaching specific strategies for students to learn how to still socialize with peers at recess and on not leaving others out.
- 3) Create and work with student leadership teams to share character education information for all students through ongoing announcements.

Terrace Metrics

School Data Strengths

- The Terrace Metrics data indicated that 0% of our students were high risk for Overall Health and Well-Being.
- 100% of our students indicated they have a positive school experience at Piner.

School Data Growth Areas

- 11.9% of students were at risk for Ostracism.
- 21.4% of students were at risk for Global Satisfaction.

Strategies to Address Growth Areas

- We are increasing the number of SEL and guidance lessons with all students this year. We are teaching specific strategies for students to learn how to still socialize with peers at recess and on not leaving others out.
- To address global satisfaction, we are implementing classroom lessons on why we have the new rules that we have in relation to COVID 19, and how those rules are working to keep us safe.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|------------------------------------|--------------------------------------|-----------|
| Attendance Rate | 96.44% | 96.46% | 96.23% |
| % F/R | 49% | 45.65% | 40.30% |
| Achievement Score/Proficiency | Proficiency Index 66.4% SAI 53% | Proficiency Index 67.9% SAI 59.2% | N/A |
| # Transfer (OE/Tuition) | 17 | 17 | 16 |
| Retention Rate | 2 | 0 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Progress Towards Goal: Met, Improved, Declined (score with +/- actual #, if applicable) | Outcome Comparison to State/National Average (with +/- actual #) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.7 to 71.02 and math from 65 to 68.5 by Oct. 1, 2019 as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 46.5 to 51.85 by Oct. 1, 2019 as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase combined reading percentage of students with disabilities scoring proficient/distinguished from 34.2 in 2018 to 40.75 in 2019 and math percentage of students with disabilities scoring proficient/distinguished from 28.9 in 2018 to 36.01 in 2019 as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the percentage of students who are showing growth in MAP for reading from 50.6% in 2018 to 55.54% in 2019; and in math from 52.3% in 2018 to 57.07%. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Piner scored above the district average in both reading and math in every grade level on the winter MAP scores.
- 2) All of our students agreed or strongly agreed that the adults at Piner work hard to make sure they are safe, that the adults at Piner care about them.
- 3) All of our teachers expressed school leaders trust and are respectful towards them.

Report to the Board November, 2020

Ryland Heights Elementary

School/Instructional Adjustments as a Result of COVID - 19

1. All teachers have maintained a positive, growth mindset and implemented trainings and professional development opportunities to quickly become proficient at utilizing technology for synchronous instruction (Google Classroom, Google Meet, etc). Continued development and integration of the SAMR model.
2. Ryland Heights Elementary joined the KCSD 1:1 initiative to increase technology resources for our students. In the 2020-21 school year all Ryland students will be 1:1 with technology.
3. Staff and Community have positively embraced a mindset of safety and flexibility to meet the needs of our students through many challenging circumstances.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) 68.22% of students were above the 50th percentile in Reading on Fall 2020 MAP. This is a 4.19% increase from Fall 2019.
- 2) On Winter MAP Ryland Heights students scored 5.28% higher in Math than the district average and scored 3.02% higher in Reading than the district average.

- School Data Growth Areas

- 1) 9.55% decrease in students scoring above the 50th percentile in MAP Math from Winter 2020 to Fall 2020.
- 2) 4.47% decrease in students scoring above the 50th percentile in MAP Reading from Winter 2020 to Fall 2020.

- Strategies to Address Growth Areas

- 1) Development of a Ryland Data Dashboard to track individual student progress in Reading & Math at each grade level.
- 2) Weekly standards-based assessments in Reading and Math in all grade levels.
- 3) Weekly PLCs focused on reviewing assessment data and instructional strategies being utilized to maximize student achievement.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) Kindergarten percentage above benchmark is above 70% in both Reading and math for all common assessments given.
- 2) First Grade percentage above benchmark is above 70% in Reading on all common assessments and in Math on all but one assessment.

- School Data Growth Areas

- 1) Math Common Assessments percentage of students above benchmark is below 70 in grades 3-5 on a majority of assessments.
- 2) Reading Common Assessments percentage of student above benchmark is below 70 in grades 2-5 on a majority of assessments.

- Strategies to Address Growth Areas

- 1) Utilizing Ryland's newly developed Data Dashboard we will be able to more closely track all weekly assessments and common assessments to identify trends by grade level, subject, Gap group or individual students.
- 2) Weekly meetings with Reading and Math interventionists to focus on progress data. This will allow for the MTSS committee to consistently monitor and determine next steps for students to maximize achievement.
- 3) Weekly grade level PLC meetings to review assessment data and identify appropriate instructional strategies necessary for student success.

Impact Survey Data

- School Data Strengths

- 1) 88% of certified staff feel that the school environment is safe. This is among the highest positive responses within the category of managing student behavior.
- 2) 100% of certified staff responded favorably that teachers use assessment data to inform their instruction. This is among the highest positive responses within the category of educating all students.
- 3) 85% of certified staff feel that on most days, students are enthusiastic about being at school. This is among the highest positive responses within the category of school climate.

- School Data Growth Areas

- 1) Only 9% of certified staff feel that they have input when the school makes important decisions.
- 2) 29% of certified staff feel that they have input into individualizing their own professional development opportunities
- 3) 24% of certified staff responded favorably that their colleagues have positive attitudes

- Strategies to Address Growth Areas

- 1) Administration will encourage and consistently communicate desired input from staff through PLCs, Surveys, Committees and invitation to attend monthly SBDM Meetings.
- 2) Creation and implementation of a new faculty meeting format that enables teachers to attend professional development sessions of their choice. Topics and content of these sessions is determined through walkthrough data, teacher input and current need/relevancy.
- 3) Implementation of multiple methods of student and staff celebration to recognize achievements and encourage a culture of positivity (Ryland Roars, Team Shout Outs, Class & Grade level proficiency celebrations and pennants).

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 98.4% of students report that all of their teachers make them feel welcome in their classroom according to the state School Climate Survey.
- 2) 95.9% of students report that if they have a problem, there is an adult at school that they can talk to according to the state School Climate Survey

- School Data Growth Areas

- 1) 35% of students report students being mean or hurtful to other students online according to the state School Climate Survey.
- 2) 25.9% of students report that they do not feel comfortable stating their opinion in class even if others disagree according to the state School Climate Survey.

- Strategies to Address Growth Areas

- 1) Classroom guidance delivered by counselor focused on digital citizenship. Additionally, school-wide Tier I PBIS strategies focused on respectful behavior in all settings.
- 2) Tier I SEL lessons focusing on acceptance and respectful interactions regarding differences in thoughts and ideas. Utilization of Accountable Talk stems in class, promoting and modeling respectful sharing of thoughts and ideas.

Terrace Metrics

- School Data Strengths

- 1) 80% of students scored in the Satisfactory/Optimal Range (18% increase from Winter 2020)
- 2) 100% of students scored in the Optimal Range in the Positive School Experiences indicator.

- School Data Growth Areas

- 1) 8% of students scored in the At Risk Range in the Global Satisfaction indicator. Although this is a 2% improvement from last year, it is still our highest percentage in the at-risk category.
- 2) While we were able to assess all in-person students, we had very minimal participation from our full time synchronous and virtual students

- Strategies to Address Growth Areas

- 1) Schoolwide implementation of SEL Program (2nd Steps)
- 2) Classroom guidance lessons delivered by school counselor
- 3) Small groups targeting at risk students and students of concern

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|----------------------|-----------------------|-----------|
| Attendance Rate | 96.14% | 95.83% | 95.60% |
| % F/R | 43.55% | 41.07% | 44.83% |
| Achievement Score/Proficiency | 58.4% proficiency | 63.25% proficiency | N/A |
| # Transfer (OE/Tuition) | 53 | 51 | 51 |
| Retention Rate | 6 | 2 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Progress Towards Goal: Met, Improved, Declined (score with +/- actual #, if applicable) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| By 2020, Ryland Heights Elementary will increase the combined reading and math KPREP proficiency scores from 63.25% in 2019 to 77.7% in 2023 as measured by school report card proficiency data. | 2020 - Not assessed due to COVID-19 |
| By 2020, Ryland Heights Elementary will increase proficiency for separate academic indicators from 55% in 2019 to 77.5% in 2023 as measured by school report card proficiency data. | 2020 - Not assessed due to COVID-19 |
| By 2020, Ryland Heights Elementary will increase the combined reading and math KPREP proficiency scores for students with disabilities from 43% in 2019 to 61.55% in 2023 as measured by school report card data. | 2020 - Not assessed due to COVID-19 |
| By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 69.54% in spring of 2019 to 72.9% and for math from 66.53% in spring 2019 to 68.3%. | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Students, Staff and Parents have demonstrated amazing flexibility and perseverance throughout all challenges presented this year. They have become proficient with many new technology skills and distinguished with their positive attitudes!
- 2) Despite all of the challenges COVID-19 has presented, our students have maintained academic success. Demonstrated recently by Fall MAP scoring 5.28% higher than the district average in Math and 3.02% higher than the district average in Reading.
- 3) We always maintain a priority on safety at Ryland Heights. This has been greatly aided by the completion of recent KCSD renovations creating a secure vestibule entrance, along with an enhanced security system and cameras. Thank you KCSD!

High School Board Reports



Kenton County School District | *It's about ALL kids*

Report to the Board

November, 2020



School/Instructional Adjustments as a Result of COVID - 19

1. Strengthened CANVAS to work the same for virtual/in-person scholars to allow for easy transitions.
2. Reduced in-person capacity by half, allowing 3 colleges to report on Monday-Tuesday, and 3 colleges to report on Thursday-Friday while continuing education 5 days per week.
3. Teachers upload recorded lessons into CANVAS for scholar reference at any time.



Formative Data

(MAP/CERT)

- School Data Strengths

- 1) The average CERT score for Ignite scholars meets or exceeds benchmark for all categories except science for the 2019-2020 school year
- 2) CERT average scores show a 1 to 2 point growth between fall and spring data for the 2019-2020 school year

- School Data Growth Areas

- 1) The average CERT score for science was 3 points below benchmark.
- 2) The average reading score for Ignite only increased 1 point as opposed to a 2 point growth in all other categories.

- Strategies to Address Growth Areas

- 1) Targeted intervention strategies that include grouping scholars based on score
- 2) All scholars are using CERT remediation programs regardless of score
- 3) Implement reading strategies in both social studies and world language classes

Graduation Rate

(High School)

- School Data Strengths

- 1) 100% of scholars graduated from Ignite in 2019-2020

- School Data Growth Areas

- 1) Continue to have 100% graduation rates with the senior class more than doubling

- Strategies to Address Growth Areas

- 1) Senior teacher mentors closely monitor senior progress
- 2) Conduct regular parent meetings with struggling seniors
- 3) Institute remediation plan with struggling seniors. (in-person 4 days per week instead of 2)



Transition Ready (CCR)

(High School)

- School Data Strengths

- 1) 56/60 Seniors achieved Transition Ready status
- 2) 3/3 Passed an End of Program test
- 3) 49 Completed academic internships

- School Data Growth Areas

- 1) Continue to achieve high percentages of academic and career ready seniors (while moving from about 60 seniors last year to about 140 this school year)

- Strategies to Address Growth Areas

- 1) Senior teacher mentors monitor progress all year
- 2) Increase the number of internships to match the increase in senior numbers
- 3) Create multiple ways of completing pathways in combination with dual credit

Impact Survey Data

- School Data Strengths

- 1) 73% of Ignite faculty feel that they are ready to address issues of diversity
- 2) 65% of Ignite faculty report school climate as favorable
- 3) 60% of Ignite faculty perceive staff and faculty relationships as positive

- School Data Growth Areas

- 1) 28% of Ignite faculty members feel that Ignite school leadership is effective
- 2) 38% of Ignite faculty members are happy with the amount and quality of professional growth opportunities
- 3) 39% of Ignite faculty members feel that the amount and quality of feedback is acceptable

- Strategies to Address Growth Areas

- 1) Increase communication with staff by publishing leadership meeting notes and being more available in PLCs
- 2) Plan more relevant PD based on staff surveys to determine need
- 3) Do more classroom visits and provide timely feedback to staff

Terrace Metrics

2019-2020

- School Data Strengths

- 1) 0% of scholars at Ignite report feeling bullied
- 2) 1% of scholars at Ignite feel that school violence is an issue

- School Data Growth Areas

- 1) 24% of scholars report feeling isolated
- 2) 19% of scholars report feelings of anxiety and trauma experiences.

- Strategies to Address Growth Areas

- 1) Scholars report feeling isolated in their colleges. Our world language courses now include a mixture of scholars from all colleges.
- 2) We are starting support groups for scholars with anxiety and grief led by our counselors
- 3) Our staff is trained on trauma informed care. Additionally, discipline at Ignite is centered around these theories.

Student Services

| | 2019-2020 |
|-------------------------------|-----------|
| Dropout Rate | 0% |
| Attendance Rate | N/A |
| % F/R | 26.3% |
| Achievement Score/Proficiency | N/A |
| # Transfer (OE/Tuition) | N/A |
| Retention Rate | N/A |

Goals for 2020-2021

- Build a robust Logistics program featuring a strong connection with CVG
- Expand Dual-Credit partnerships
 - Potential partnership with University of Kentucky
- Strengthen curriculum for Professional Habits that will be documented on scholar report cards
- Create Accountability Standards that truly measure out scholar's growth and achievement
- Scholars experience a school that makes them feel cared about:
- Create workplace experiences for scholars to learn from
- Create more dual credit opportunities for scholars



Celebrations

- 500+ professional visitors throughout the school year
- Visitors represented: 5 different states, 20+ different school districts, 40+ different companies
- Northern Kentucky Education Council Awards
 - CTE All Star - Elizabeth Fulmer
 - Academic All Star - Hunter McClurg
- Science and Engineering Fair of Northern Kentucky
 - Best in Fair - Anna Engelman & Abby Wilbers
 - Won second place in the state competition
- Governor's School for Entrepreneurs
 - Tucker Gillispie & Ashley Wilbers
- College Credits Earned: 2743 credit hours from Gateway, NKU, and TMU
- Ignite offered 40 different dual credit courses the 19-20 school year and are adding more next year
- 93% of Ignite Scholars want to return next year. (Compared to 85% at the Academies)
- 0% of scholars report feeling bullied
- Internships have increased from 49 to over 130
- Businesses report that scholars are well prepared for workforce and have skills needed to be successful (43 Kenton County Ignite Seniors received the Essential Skills Certificate)

Report to the Board November, 2020 Scott High School



School/Instructional Adjustments as a Result of COVID - 19

1. Staff have grown tremendously in the area of the effective use of technology to enhance instruction.
2. Many staff have grown in their leadership capacity by stepping up and leading others in the effective use of technology, offering training and support to their colleagues.
3. Students have gained skills in the area of technology that will support them in their transition to college and/or the workforce.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) All students scoring at benchmark in the area of reading increased by 3.19% on the Fall 20-21 CERT exam than they did on the Fall 19-20 CERT exam.
- 2) In the area of reading, we had a greater percentage of special education students in the 11th grade meet benchmark. (Increase of .79%)

- School Data Growth Areas

- 1) The percentage of students performing at benchmark in the area of math decreased. (Decrease of 7.69%)
- 2) With the exception of 11th grade reading, the percentage of special education students scoring at benchmark in all areas decreased. (English decrease of 2.68%, Math decrease of 2.04%, Reading decrease of 3.12%, Science decrease of 2.08%)

- Strategies to Address Growth Areas

- 1) Begin having FLY time daily. Utilize this time twice a week to provide students with additional interventions in the areas of math and reading. (New MTSS Tier 2 intervention)
- 2) Students receiving special education services work with their case manager daily during FLY time. Special education teachers meet regularly in data driven PLCs to look at triangulation of student data and discuss any adjustments needed.
- 3) PLCs reviewing CERT data and planning instructional adjustments based on the data analysis
- 4) Continue refining our MTSS process to ensure all students are receiving high quality Tier 1 core instruction as well as targeted Tier 2 and 3 interventions in addition to the core as needed

Graduation Rate

(High School)

- School Data Strengths

- 1) Five year graduation rate higher than the state average (Scott 93%, State 92%)

- School Data Growth Areas

- 1) Four year graduation rate lower than the state average (Scott 89.7%, State 90.9%)

- 2) Graduation rate for students with disabilities only 72%

- Strategies to Address Growth Areas

- 1) Develop Senior contracts and meet individually with any Senior not on track to graduate

- 2) Monitor Senior Failures weekly and send list to staff

- 3) Assign mentors to struggling Seniors

- 4) Utilize daily FLY time for specific interventions needed to work towards graduation (catch up on missing assignments, organization assistance, re-teaching of concepts/tutoring, etc.)

- 5) Parent meetings for those not showing progress towards graduation

- 6) Begin the process of identifying 'at-risk' students as freshman and provide additional supports throughout their high school career

Transition Ready (CCR)

(High School)

- School Data Strengths

- 1) With the return of KYOTE in 2019-2020 school year, our academic readiness indicator was strengthened by allowing more students to become academic ready. (12 additional students)
- 2) The percentage of students meeting the college readiness benchmark in the areas of English and mathematics on the ACT increased from 2019 to 2020. (English increase of 4.84%, Math increase of 5.19%)
- 3) Scott students completed 629 dual credit college courses

- School Data Growth Areas

- 1) Career Readiness - Need to increase the career readiness options available for students.
- 2) Only 2 special education students graduated college ready and zero graduated career ready last school year.

- Strategies to Address Growth Areas

- 1) Seniors not yet meeting college benchmark taking College & Career Ready Math and English courses with the opportunity to take the KYOTE and become academic ready
- 2) Addition of STNA and Logistics as career ready options for students
- 3) Continued focus on reading apprenticeship strategies throughout all courses

Impact Survey Data

- School Data Strengths

- 1) Our rating for Educating All Students is higher than the Kentucky High School Average rating (Scott 73%, KY HS 71%)
- 2) Our rating for Feedback and Coaching is higher than the Kentucky High School and Kenton County Averages (Scott 53%, KY HS 48%)
- 3) Our rating for Resources is higher than the Kentucky High School and Kenton County Averages (Scott 46%, KY HS 45%)

- School Data Growth Areas

- 1) Staff - Leadership Relationships (16% below state average)
- 2) School Climate (18% below state average)
- 3) School Leadership (19% below state average)

- Strategies to Address Growth Areas

- 1) Begin meeting with FLY advisory group daily in order to further build relationships and strengthen our adult advocacy program
- 2) Leadership set a positive tone for the culture and expectations of the school. Keep an open line of communication and provide support when needed. Develop and maintain structures and activities to support a positive school culture. (Outstanding Eagle Educators, Eagle Screech for students, acknowledgement for hard work, etc.)
- 3) Keep the emotional well-being of staff and students at the forefront due to the extenuating circumstances of this school year.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) There is at least 1 adult at my school who listens to me when I have something to say. - 93.7% of students agree
- 2) When I need help with schoolwork, I can ask a teacher. - 92.4% of students agree
- 3) My teachers expect me to do my best all the time. - 91.3% of students agree

- School Data Growth Areas

- 1) Students at this school respect each other's differences - 52.9% of students disagree
- 2) Consequences for breaking school rules are the same for all students - 62.2% of students disagree
- 3) Broken things at this school get fixed quickly - 43.9% of students disagree

- Strategies to Address Growth Areas

- 1) Work with Make It Plain consulting to provide training for staff in the area of diversity.
- 2) Work with Make It Plain consulting to provide training for students in the area of diversity.
- 3) Create an "Elite 8" group of staff that have additional training in the area of diversity. These 'Elite 8' will provide additional training and activities for staff and students throughout the school year.
- 4) Work with new administrative team to solidify behavior process and communicate with staff and students

Terrace Metrics

- School Data Strengths

- 1) Overall resiliency/wellness in satisfactory to optimal range remained relatively steady. Optimal range increased 8%, at-risk range dropped 9% since last administration. Mean resiliency scores were slightly higher than the Winter 2020 survey.
- 2) Global satisfaction (increase of 1.47) and positive school experiences (increase of .70) were the largest increases in scores (higher scores=higher levels of positive outlook/experiences).

- School Data Growth Areas

- 1) Social resiliency, leadership, and grit are areas of growth. Over 1 in 3 students scored in the lower end of the continuum in those indicators.

- Strategies to Address Growth Areas

- 1) Incorporate Terrace Metrics curriculum modules for social resiliency, leadership, and grit into existing advisory lessons, in coordination with Choose Love curriculum. Increase the number of SEL lessons from one weekly to two or three weekly.
- 2) Offer resources, ideas, and tips to integrating classroom practices that promote these topics to educators through professional development and PLCs.
- 3) Provide resources for family/community related to these topics and ideas for strengthening these skills outside of school.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|------------------------------------------|--------------------------------------------------|----------------|
| Dropout Rate | 1.6% | 0.7% | 1.9% |
| Attendance Rate | 94.2% | 94.9% | 94.77% |
| % F/R | 40.9% | 42.5% | 40.9% |
| Achievement Score/Proficiency | 62.9 Math & Reading 80.0 Writing Only | 62.2 Math & Reading 65.3 Science & Writing | N/A |
| # Transfer (OE/Tuition) | OE: 51 T: 34 | OE: 50 T: 32 | OE:54 T: 25 |
| Retention Rate | | | 5.7% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Collaborate to increase the combined proficiency index of reading and math for all students from 62.2 in 2019 to 81.1 by 10/01/2024 as measured by Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 64.3% by 6/1/24 as measured by the 11th grade Science Assessment; Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 78.8% by 10/01/2024 as measured by On-Demand Writing Assessment. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 28.3% by 6/1/24 as measured Junior ACT Assessment and Sophomore Graduation Assessment in Math and Reading. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase Four/Five Year Graduation Rate from 92.8% in 2019 to 96.4% by 09/01/2024 as measured by Four/Five Year Graduation Rate | Declined: Four/Five year graduation rate decreased to 91.4% | State 91.5% District 94.5% |
| Collaborate to increase the percentage of seniors who achieve Transition Readiness from 53.1% in 2019 to 76.6% by 05/31/2024 as measured by the College and Career Readiness calculation on the School Report Card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Scott students completed 629 Dual Credit College Courses in the 2019-2020 school year.
- 2) Implementation of our FLY advisory program daily providing additional opportunities for remediation for students, bolstering our adult advocacy program and increasing the frequency of our SEL lessons.
- 3) Staff, students and parents have collaborated to provide learning models for students that meet the needs of individual families as well as maintaining instructional rigor.
- 4) In looking at our Impact survey results, students feel staff at Scott High School are there for them and that they can go to a staff member if they need anything.

Report to the Board November, 2020

Dixie Heights High School
Nate Niemi, Principal

School/Instructional Adjustments as a Result of COVID - 19

1. Teachers have been able to improve on their use of technology skills to engage students in their learning.
2. Our structure for our Instructional Learning Teams by content have provided great support in collaboration to help teacher navigate the many changes that have been placed in front of them.
3. Beginning the discussion on Standards Based Grading to improve student understanding, teacher instruction, and clear identification of intervention needs.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) % of students who met benchmark in Reading in 2020 was higher than in 2019 (65%:57%)
- 2) % of students who met benchmark in Science in 2020 was higher than in 2019 (43%:37%)

- School Data Growth Areas

- 1) We need to improve our percentage of math students who reach benchmark on CERT
- 2) We need to improve our percentage of science students who reach benchmark on CERT

- Strategies to Address Growth Areas

- 1) Continue the work in our Instructional Learning Teams (ILT's) to answer the 4 essential questions of a Professional Learning Community.
- 2) Support teachers in utilizing data from common formative assessments/CERT to make decisions on instruction and interventions.
- 3) Support Instructional Learning Teams on utilization of PRIDE time to provide real time interventions.

Graduation Rate

(High School)

- School Data Strengths

- 1) Met our 5 year cohort goal (goal 94.6, actual 96.5)
- 2) 90.3 % of minority population graduated (100% of Asian, American Indian, 2 or more races- 31/31 students)

- School Data Growth Areas

- 1) EL graduation rate (77.3%-17/22 students graduated)
- 2) Students with disabilities (73.9%- 17/23 students graduated)
- 3) Removing alternate assessment students (94.4%-17/18 students graduated)

- Strategies to Address Growth Areas

- 1) Continue with our collaboration with our EL students, it has shown promise as we met our goal in ACCESS for EL students
- 2) Administration/Counselors utilize a tracking system to create plans for all students who are behind grade level
- 3) Provide more career pathway and industry certification opportunities for students to be excited about taking.

Transition Ready (CCR)

(High School)

- School Data Strengths

- 1) Increased number of students taking career pathways (we were unable to test 83 senior students due to COVID)
- 2) Potential increase in number of students who are career ready only

- School Data Growth Areas

- 1) Improve our passing rate on career pathway classes
- 2) Add more opportunities for students to take career pathways

- Strategies to Address Growth Areas

- 1) Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and III interventions in addition to the core as needed.
- 2) Adding STNA and Logistics as district options
- 3) Explore Increased opportunities for students to attain industry certifications and expand career pathway opportunities congruent with the regional workforce.
- 4) Utilizing College and Career Math and Reading courses to assist students in passing college benchmark scores through ACT or KYOTE

ACCESS for EL Students

- School Data Strengths

- 1) 23/47 (48.9%) EL students met their on-track goals
- 2) 71.4% of 12th grade EL students reached a composite score of 4 or higher (exit goal is 4.5)

- School Data Growth Areas

- 1) EL speaking goal. This was our lowest area in all grades of meeting the level 4 or higher.
- 2) EL 9th grade reading goal was not met by any student.

- Strategies to Address Growth Areas

- 1) Continue services of our full time EL coordinator. We made great strides this year.
- 2) EL teacher continues as a member of the English 1 and 2 collaborator with EL students in defined classes
- 3) Utilizing the PSP, identify students who are in EL intervention class to be in attendance 5 days a week.

Impact Survey Data

- School Data Strengths

- 1) Staff leadership relations is 82% and above state average
- 2) School leadership effectiveness is 65% above the Kentucky High School state average
- 3) 78% of teachers state they use data assessment to inform instruction

- School Data Growth Areas

- 1) Feedback and coaching: teachers scored leadership lower than state average in this overall category
- 2) Managing student behaviors is an area we need to improve upon based on teachers feedback.
- 3) Teachers report that they do not have access to appropriate resources.

- Strategies to Address Growth Areas

- 1) We are working diligently to provide quality walkthrough feedback on a monthly basis with a goal of giving feedback to every teacher each month.
- 2) We have been doing book studies on Restorative Justice practices within our teachers and administrators
- 3) In this new technology age, we are improving our technology with more memory, webcams, and resources for instruction (EdPuzzle, Peardeck, Screencastify)

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 78.8 % of all students believe that Dixie Heights is a caring place.
- 2) 90.9 % of African American students believe adults at Dixie Heights care about me.
- 3) 89% of students feel like their teachers make them feel welcome at school.

- School Data Growth Areas

1. Build culture of mutual respect for others. 22% of all students strongly disagree that student's at the school respect each other's difference.
2. Only 46.3 % of student believe that breaking school rules are the same for all students
3. 43% of student believe that bullying is a problem at Dixie Heights.

- Strategies to Address Growth Areas

- 1) Identify a grade level diversity/inclusion student leadership team to have conversations around the topic.
- 2) 6 hours of on-going monthly professional development with staff. (1 hour sessions after school 1x month for 6 months given by Make It Plain)
- 3) Social Emotional Learning curriculum from School Connect during PRIDE weekly.
- 4) Daily Morning announcements with Words of Wisdom from Project Wisdom.

Terrace Metrics

- School Data Strengths

- 1) 53% of those surveyed indicated overall behavioral health and well-being as Satisfactory/Optimal. This is a 13% increase from February.
- 2) Resiliency indicators show 93% of our students at Satisfactory/Optimal levels in regards to Positive School Experiences and 89% in regards to Personal Standards. Positive School experiences are well above the historical averages reported by Terrace Metrics.

- School Data Growth Areas

- 1) Indicators show 46% of our students are at Moderate Concern/At-Risk levels in regards to Leadership and 45% in regards to Resiliency.
- 2) Risk variables indicate 17% of our students feel ostracized.

- Strategies to Address Growth Areas

- 1) As a school, we need to intentionally look for ways to connect students with mentoring and leadership opportunities.
- 2) The counseling department will provide small groups to students who struggle with resiliency.
- 3) The counseling department will provide small group for students who are at-risk due to ostracism, focusing on developing skills to build connections to peers.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|----------------------------------|----------------------------------|----------------------|
| Dropout Rate | 1.0 % | 0.4% | 0.6 |
| Attendance Rate | 94.3 | 94.4 | 94.9 |
| % F/R | 40.4 | 39.6 | 39.9 |
| Achievement Score/Proficiency | 71.5 (30 th in state) | 69.7 (26 th in State) | N/A |
| # Transfer (OE/Tuition) | Tuition- 75 OE- 66 | Tuition-98 OE- 76 | Tuition-80 OE- 54 |
| Retention Rate | 9% | 6% | 5.8% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Increase the average combined reading and math achievement scores from 53.9% in 2019 to 67.7% in 2022 as measured by the proficiency/benchmark scores. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% to 41.6% for students with disabilities by 2022. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Collaborate to increase the average freshman graduation rate to from 95.4 in 2019 to 96.8% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card. | 94.1 % Declined/not met taking out alternate assessment students- 95.3% | State: 90.9% District: 93.7% |
| Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 81.3% by 2022 as measured by the Kentucky School Report Card. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 73.5% P/D by 2022. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 10.2% in 2019 to 42.0% in 2022 for ELL students. | Goal 12.5 Actual 48.9 Improved/Met goal | 2020 - Not assessed due to COVID-19 |
| | | |
| | | |

Celebrations

- 1) EL students show great improvements. Thanks for the additional full time support for EL teacher.
- 2) School culture is improving as demonstrated by both student and teachers surveys.
- 3) Professional Learning Community culture is showing good results and has helped our staff meet the needs of the students during these very difficult times.

Report to the Board November, 2020

Simon Kenton High School Home of the Pioneers

School/Instructional Adjustments as a Result of COVID - 19

1. Due to COVID-19 restrictions, we have adjusted our schedule and have serviced many students through online platforms.
2. Many roles and responsibilities have shifted to best serve our students and the community. Teachers have been assigned to facilitate virtual learning and teachers have taken a leadership role in educational technology.
3. Students and teachers have all learned a variety of technology skills which will serve teachers well in years to come and students as they transition to college or the workforce.

Formative Data

(MAP/CERT)

- School Data Strengths

1. Comparing 11th grade CERT data from fall 2019 to fall 2020, 5.3% more students were at benchmark in reading, 1.1% more were at benchmark in Reading
2. Comparing 11th grade CERT data from fall 2019 to fall 2020, 17.8% more students were at benchmark in math and 11.4% more were at benchmark in science.

- School Data Growth Areas

1. Increasing proficiency in reading.
2. Increasing proficiency in mathematics.

- Strategies to Address Growth Areas

1. Created position of reading intervention specialist to address reading proficiency across content areas.
2. Creating a data tracking system in all classes with a focus on course standards and reading or math proficiency
3. Increased focus of PLC structure to focus on growth areas. This includes participation with the reading interventionist, a focus on student mastery of content, and intentional interventions to help students that are not yet at the level of mastery required. The questions PLC's consider are: what do students know, what reteaching or interventions need to take place, and what strategies are successful at reaching students.
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

Graduation Rate

(High School)

- School Data Strengths

1. Four-year graduation rate of 95.5% an increase of 0.1% from 18-19.
2. Five-year graduation rate of 95.6% a decrease of 1.0% from 18-19.

- School Data Growth Areas

1. Reduce drop outs from students who transfer in (11 of 23 non-graduates were students who transferred in)

- Strategies to Address Growth Areas

1. Creation of transition team to assist transfer students
2. Verification of residency procedures re-organized
3. Senior dashboard by cohort year to determine which students need additional assistance towards graduation.
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

Transition Ready (CCR)

(High School)

- School Data Strengths

1. 72.1% of our students were college ready in both ELA and STEM areas.
2. 88.8% of our students were college ready in at least one of ELA or STEM

- School Data Growth Areas

1. Strengthen pathways for students to qualify as career-ready
2. Approximately 50% of those who did not meet benchmark were within 3 points of doing so.

- Strategies to Address Growth Areas

1. Implementation of STNA and Logistics programs to achieve career-ready status.
2. Earlier official ACT testing (10th grade) to better target interventions.
3. Increased focus on KYOTE reading, writing, and math to achieve college readiness.
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

ACCESS for EL Students

- School Data Strengths
 1. EL data is not reported for Simon Kenton due to the sample size not meeting the threshold.
 2. Simon Kenton strives to serve all EL students we do have to help them reach their maximum potential.

Impact Survey Data

- School Data Strengths

1. Managing student behavior, 68% responded favorably, higher than the KY High School average of 62%.
2. School leadership, 64% responded favorably, higher than the KY High School average of 60%.
3. Staff-leadership relationships, 80% responded favorably, higher than the KY High School average of 73%.

- School Data Growth Areas

1. Feedback and Coaching, 43% responded favorably, lower than the KY High School average of 48%.
2. Professional Learning, 45% responded favorably, lower than the KY High School average of 51%.
3. Availability of Resources, 41% responded favorably, lower than the KY High School average of 45%.

- Strategies to Address Growth Areas

1. Re-calibration of feedback to teachers
2. Re-definition of professional learning to include in-school development
3. Change school technology plan to meet evolving needs
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

Quality School Climate and Safety Survey Data

- School Data Strengths

1. 94.5% of students reported that their teachers expect them to to their best all of the time.
2. 93.7% of students reported that there is an adult in the building who they feel will listen to them.
3. 81.6% of students reported that Simon Kenton is a caring place.

- School Data Growth Areas

1. Only 50% of students reported that other students at the school respect each other's differences.
2. 21.3% of students reported that they do not have a sense of belonging at school.
3. Only 64.3 % of students reported that they feel comfortable stating their opinion if others disagree.

- Strategies to Address Growth Areas

1. Diversity, Equity, and Inclusion Training with Make it Plain Consulting. Engagement with community groups.
2. Increase and focus SEL lessons to further promote belonging and a sense of community.
3. Structuring class lessons to promote sharing of opinions and how to engage in civil discourse.
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

Terrace Metrics

- School Data Strengths

1. Zero students reported frequent victimization (at least once per week)
2. Our students rated their attitudes of “positive school experience” at a much higher level than the Terrace Metrics Historical Average

- School Data Growth Areas

1. Some students reported poor social connections
2. Some students reported a lack of social resiliency.

- Strategies to Address Growth Areas

1. SEL lessons that target leadership and positive social connections.
2. Counseling groups for students that display a lack of social connectivity.
3. Increased push to have all students participate in meaningful activities.
4. Refine and utilize the MTSS/RTI system to ensure all students receive high quality Tier 1 instruction while providing targeted Tier II and Tier III interventions as needed.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------------------------------------|---------------------------------------------------|----------------------|
| Dropout Rate | 0.8% | 0.7% | 0.6% |
| Attendance Rate | 95.2% | 95% | 94.7% |
| % F/R | 35.8% | 36.9% | 36.9% |
| Achievement Score/Proficiency | 73.9 (math & reading) 71.6 (writing) | 70.7 (math & reading) 68.9 (writing & science) | N/A |
| # Transfer (OE/Tuition) | 112 OE 27 Tuition | 106 OE 20 Tuition | 116 OE 26 Tuition |
| Retention Rate | .8% | 1.5% | 2.2% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2020, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 73.6% in 2020 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 72% in 2020 as measured by the school report card separate academic indicator data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 35.7% in 2019 to 42.1% in 2020 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Simon Kenton High School will increase the percentage of students transition ready in grade 12 from 77.8% in 2019 to 82.2% in 2020 as measured by Transition Readiness calculations. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Simon Kenton High School will increase the graduation rate from 96% in 2019 to 96.4% in 2020 as measured by the school report card graduation rate. | 95.6% Declined--Not met Accounting for Alternate Assessment: 97.2% | State 90.9% District 93.7% |

Celebrations

1. The staff, students, and parents have handled the transition to new models of instruction with amazing levels of patience and innovation.
2. School culture is in a great place, overall, as indicated by the Quality School Climate Survey and Impact Survey.
3. Despite challenges last school year, we were able to have an extremely high graduation rate and have had two more completers after the graduation reporting deadline.

Middle School Board Reports

Report to the Board November, 2020

Turkey Foot Middle School

School/Instructional Adjustments as a Result of COVID - 19

1. Involved teachers in making decisions around school wide SEL curriculum so that the needs of all students could best be meet.
2. Instructional adjustments were made to benefit the health and safety of all learners. This occurred by including social distancing, mask breaks, alternative location for classrooms and lunch and choice in instructional models.
3. Increased professional development and support in the area of technology integration.

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) Overall school level proficiency continues to be above the district average with a 66.17% in reading and 57.22% in math.
- 2) Longitudinal data for students continues to show growth. We saw an overall 15% increase in the number of students who reached proficiency in 3 out of 4 data sets.

School Data Growth Areas

- 1) Growth in mathematics, specifically students with disabilities
- 2) Our current 8th grade math students have historically been below the district average in proficiency.

- Strategies to Address Growth Areas

- 1) Continued use of data from PPR walks to determine instructional focus for PLC meetings.
- 2) Goal setting for grade levels, teams, classes and individual student centered around growth and proficiency
- 3) Implementation of Tier 2 and Tier 3 academic interventions to support students.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) On average 81% of 8th grade students scored proficient on ELA common assessments which is above the district average.
- 2) 75% of 6th grade students showed mastery in Social Studies.

- School Data Growth Areas

- 1) 7th grade math is an area that continues to score below the district average. We had 41.3% of the 7th grade students reach proficiency in math.
- 2) Only 33.5% of 8th grade regular math and collaborative classes mastered the content standards.

- Strategies to Address Growth Areas

- 1) Analyze student data dashboard to look for trends in content PLC's, and identify strategies to address areas of concern by content
- 2) Continue to improve Tier one instruction through regular PPR walks and PLC's based on the cycle of Quality Instruction
- 3) Going through a newly developed protocol for PLC's so that teachers can monitor progress of special education students on IEP goals and the path toward proficiency

ACCESS for EL Students

- School Data Strengths

- 1) Listening is the highest area with an average of 4.6
- 2) 10/16 or 63% of student showed yearly growth

- School Data Growth Areas

- 1) Only 2/7 or 28% of Special Education EL students showed yearly growth.
- 2) The average Reading score was 2.84, which was the lowest category out of the four sub topics.

- Strategies to Address Growth Areas

- 1) For the second year in a row EL students are with the same team of teachers so the EL teacher can provide a continuum of supports while in the regular core class.
- 2) Monthly PLC's are taking place so that the EL teacher and regular education teacher can share and monitor student progress and analyze data.
- 3) Regular analysis of EL data such as Lexia and Power Up to monitor student progress.

Impact Survey Data

- School Data Strengths

- 1) 71% of our faculty believe they are prepared to address issues of diversity especially in incorporating new material from people with different backgrounds (83%).
- 2) 69% of our faculty believe that TFMS is a safe environment.
- 3) 60 % of our teachers believe they are trusted to teach in a way they think is best.

- School Data Growth Areas

- 1) 31% of the faculty believe that the feedback they receive on their teaching is useful.
- 2) 42% of our faculty believe that the school administrators effectively communicate important information to our teachers.
- 3) 31% of our faculty believe they have input when the school makes important decisions

- Strategies to Address Growth Areas

- 1) Our administration, with support from district consultants, make instructional walks a priority specifically focussing on effective language to help guide instruction.
- 2) Our administration sends weekly memos to the faculty via email, communicates important information through PLCs, and faculty meetings. We also conduct voluntary faculty meetings to present any urgent information and place non-urgent communication into our Administrative Google Classroom that all faculty members have access to.
- 3) When important decisions are made, our grade level team leads are utilized to provide feedback and gather information from their team of teachers to make an informed and collaborative decisions.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 97.7 % of students indicated they know what to do in case of an emergency
- 2) 91.9 % of the students feel there is at least one adult at my school who listens to them when they have something to say.
- 3) 91.9 % of the students indicated that they feel their teachers expect them to do their best all the time.

- School Data Growth Areas

- 1) 41.2% of the students feel internet bullying is a problem for students in their school.
- 2) 46.9 % of the students feel the school rules are fair.
- 3) 57.3 % of the students feel comfortable stating my opinion in class even if others disagree.

- Strategies to Address Growth Areas

- 1) Continued implementation of Tier 2 and Tier 3 interventions to support student social and emotional well being.
- 2) Restructured the curriculum of SEL based on the results of Terrace Metrics Survey to improve student resilience.
- 3) Increase the awareness of digital citizenship to students through Tier One SEL instruction.

Terrace Metrics

- School Data Strengths

- 1) Positive School Experiences mean score of 4.88 compared to the Terrace Metrics historical average of 3.1 of all students.
- 2) Global Satisfaction mean score of 5.06 compared to the Terrace Metrics historical average of 4.2 of all students.

- School Data Growth Areas

- 1) Although we decreased the % of students impacted by Anxiety it is still above the historical average for all students.
- 2) Decrease in the % of students who demonstrate signs of Depression. The mean score declined but it is still above the Terrace Metrics historical average.

- Strategies to Address Growth Areas

- 1) Collective Efficacy Professional Development will continue so that teacher's believe that through their collective actions, they can positively influence all student outcomes, both academically and socially.
- 2) Increase in the number of Tier Two groups for Anxiety and Depression to provide additional support through direct instruction on managing anxiety and depression
- 3) Use the data from the Terrace Metrics to develop Tier One SEL lessons to address school specific trends

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|---------------------|---------------------|---------------------|
| Dropout Rate | 0% | 0% | 0% |
| Attendance Rate | 96.04 | 96.14% | 95.8% |
| % F/R | 40.92% | 44.9% | 44.8% |
| Achievement Score/Proficiency | 80.8 | 76 | N/A |
| # Transfer (OE/Tuition) | OE 52 Tuition 53 | OE 42 Tuition 46 | OE 53 Tuition 20 |
| Retention Rate | 0% | 0% | 0% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2021, Turkey Foot Middle School will increase the reading proficiency for all students from 62.08% in 2019 to 65.87% in 2021 as measured by the percent of P/D on the KPREP data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2021, Turkey Foot Middle School will increase math proficiency for all students from 52.06% in 2019 to 56.85% in 2020 as measured by the percent of P/D on the KPREP data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2021, TFMS will increase the on demand writing scores from 35.63% in 2019 to 42.06% | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2021, TFMS will increase the 7th grade science score from 28.86% in 2019 to 36.17% in 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2021, TFMS will increase the 8 th grade social studies scores from 68.68% in 2019 to 71.81% in 2020 | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2021, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 58.4% in 2019, to 52.56% | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2021 TFMS will increase the percentage of students showing growth in reading MAP from 47.48% to 52.87% | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2021 TFMS will increase the percentage of students showing growth in math MAP from 49% in 2018 to 54.14% | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) Teachers were surveyed on the Enabling Conditions for Collective Teacher Efficacy. Our areas of strength were Supportive leadership and Embedded Reflective Practices.
- 2) Named by Niche as one of the best area public middle schools. This ranking was based on test scores and academic performance.
- 3) In spite of the pandemic we have seen improvement in most all areas of Terrace Metrics. Specifically we had a mean score of 4.88 in positive school experiences compared to the mean 3.12 average.

Report to the Board November 23, 2020

Woodland Middle School



School/Instructional Adjustments as a Result of COVID - 19

1. All teachers have become proficient in using Google Classroom and Google Meet for instruction following initial summer and ongoing training sessions.
2. All staff have increased their levels of collaboration as we learn from and support each other regarding best uses of technology for instruction and other educational applications. Our Technology Coach offers ongoing training sessions and shares resources.
3. Students, teachers and staff have all displayed a Growth Mindset as we continue to adjust and change according to evolving needs.

Formative Data

MAP

- **School Data Strengths**
 - 1) MAP Reading Data showed a +4.83% increase in scores at or above benchmark from Winter 2019 (54.81%) to Winter 2020 (59.64%)
- **School Data Growth Areas**
 - 1) MAP Math Data showed a -1.09% decrease in scores at or above benchmark from Winter 2019 (54.42%) to Winter 2020 (53.33%)
- **Strategies to Address Growth Areas**
 - 1) Schoolwide training in and use of Kagan Engagement structures in all classes
 - 2) Regular review of whole school, grade level and individual student data from MAP, KPREP, Common Assessments, and RTI progress monitoring.
 - 3) Math and Reading RTI will be provided daily in a 30 minute RTI period; progress data will be monitored every 8-10 weeks with teachers at PLCs, and will inform instructional decisions.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 8th grade Social Studies Common Assessments averaged 78.5% Proficient
- 2) Development of a student dashboard to monitor individual student progress toward proficiency

- School Data Growth Areas

- 1) Common Assessments given in 2019-20 indicate a continuing sizable disability gap in Reading (avg. of -27 points) and Math (avg. of -27 points)

- Strategies to Address Growth Areas

- 1) Ongoing collaboration/co-teaching training for all regular and special education collaborating teachers.
- 2) PPR walks with feedback from building administrators, district curriculum coaches and special education consultants.
- 3) Increased use of technology to provide accommodations for students with special needs in non-collaborative classes.

Impact Survey Data

- School Data Strengths

- 1) 86% of Faculty agreed that they would feel comfortable incorporating new material about people from different backgrounds into their curriculum.
- 2) 81% of teachers agree that they frequently use assessment data to inform their instruction.
- 3) 81% of teachers agreed that their school leadership treats them respectfully.

- School Data Growth Areas

- 1) 26% of teachers agreed that they learn quite a bit from the teacher evaluation process at our school.
- 2) 23% of teachers responded that they have a favorable amount of input into important school decisions.
- 3) 14% of teachers responded favorably that they have adequate access to instructional technology.

- Strategies to Address Growth Areas

- 1) Continue our Learning Walk process, which includes visiting each teachers' classroom at least 1 time per month and providing actionable feedback tied to the Cycle of Quality Instruction.
- 2) Continue to form ad hoc committees when important decisions for the school are to be made; continue to utilize surveys to get teacher input on decisions; continue to empower Department Lead Teachers to gain input from their colleagues.
- 3) Purchase enough Chromebooks to become a 1 to 1 technology school, and provide ongoing professional learning to teach faculty how to use Google and Google Apps as a Learning Management System.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 98% of students agree that they know what to do if there is an emergency.
- 2) 93% of students agree that their teachers expect them to do the best all the time.
- 3) 91% of students feel there is at least one adult who listens to them when they have something to say.

- School Data Growth Areas

- 1) 34% of students feel that students at our school respect each others' differences.
- 2) 45% of students agree that adults stay calm when dealing with bad behavior.
- 3) 47% of students feel comfortable stating their opinion in class even if others disagree.
- 4) 60% of students feel that bullying is a problem at this school.

Quality School Climate and Safety Survey Data (cont'd)

- Strategies to Address Growth Areas
 - 1) This year's work with Make it Plain Diversity and Inclusion training is designed to help students learn to respect each others' differences. This work will continue in our daily SEL classes.
 - 2) Adults will continue to have job embedded Trauma Informed Care training and PBIS training to learn to modulate tone and remain calm when addressing inappropriate student behavior. Ongoing discussions during PLCs will include reminders to teachers to conduct conversations regarding student behavior quietly and away from other students.
 - 3) Ongoing work with Make it Plain, SEL Tier I instruction, and the incorporation of Kagan Cooperative Structures will help students to develop a deeper understanding of one another and teach appropriate social skills to create a safe and supportive learning environment for all students.
 - 4) Ongoing work in our SEL Tier I classes as well as Tier II and III intervention for students who bully will decrease the numbers of bullying incidents among our students.

Terrace Metrics

- School Data Strengths

- 1) Students reporting positive school experiences increased from a mean of 4.39 in Winter 2020 to a mean of 4.98 in Fall 2020, an increase of +0.59.
- 2) The Global Satisfaction score rose from a mean of 4.43 in Winter 2020 to a mean of 4.91 in Fall 2020, an increase of +0.48.

- School Data Growth Areas

- 1) 26% of students reported ostracism in the Fall 2020 results, an increase of 3% from Winter 2020 (23%).
- 2) 13% of students reported trauma in the Fall 2020 results; however, this is a decrease of 10% from Winter 2020 (23%).

- Strategies to Address Growth Areas

- 1) We have implemented daily Tier I SEL classes school wide using the Second Step curriculum.
- 2) All students and staff are receiving Diversity and Inclusion Training from Make it Plain.
- 3) Teachers and staff will receive ongoing training in Trauma Informed Care.
- 4) Classroom guidance lessons: Counselors will create and/or use lessons that focus on trauma and ostracism. Counselors will use lessons provided by Terrace Metrics as well as Second Step and Choose Love.

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Dropout Rate | 0.2 | 0 | 0 |
| Attendance Rate | 95.46 | 95.61 | 95.59 |
| % F/R | 47.69 | 49.26 | 46.05 |
| Achievement Score/Proficiency | 53.5 | 75.6/64.8 | N/A |
| # Transfer (OE/Tuition) | 52 | 28 | 23 |
| Retention Rate | .3 | .1 | .3 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 65.68% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 57.36% in 2020 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Woodland Middle School will collaborate to increase the Science proficiency for all students from 25.1 % in 2019 to 34.46% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Woodland Middle School will collaborate to increase the Social Studies proficiency for all students from 67.8% in 2019 to 71.82% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Woodland Middle School will collaborate to increase the On-Demand Writing proficiency for all students from 36.5% in 2019 to 44.43% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 12.1% in 2019 to 23.1% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 8.8% in 2019 to 20.2% in 2021 as measured by the school report card proficiency data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Woodland Middle School will collaborate to increase the percentage of students showing growth in Reading MAP from 51.59% in 2019 to 57.6% in 2021 | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 57.23% in 2019 to 60.7% in 2021. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) School wide training in Diversity and Inclusion for both teachers and students, as well as ongoing Tier I SEL classes focused on ostracism, anti-bullying, and trauma, will raise awareness and provide strategies for all persons at Woodland to treat each other with respect.
- 2) The use of Google Classroom as the platform for all instruction has raised the proficiency level of all teachers and students in terms of using technology, and has created a collaborative environment as we work together to make our use of technology as effective as possible. Teachers have taken a leadership role in helping each other to learn new programs and strategies.

Celebrations (cont'd)

- 3) All students have access to technology for instruction, including the use of school-owned devices and personal devices. When the Chromebooks we ordered in July arrive, we will become a 1 to 1 technology school.



Report to the Board November, 2020

Twenhofel Middle school

School/Instructional Adjustments as a Result of COVID - 19

1. Staff have become proficient at using Google Classroom/Tools
2. Staff have learned new instructional strategies using technology to instruct students that are not in-person
3. Staff are building capacity in each other and they are learning and growing together

Formative Data

(MAP/CERT)

- School Data Strengths

- 1) Winter MAP 2019, 568 students of 864 students were at the 50% or above in Reading
- 2) Winter MAP 2019, 513 students of 864 students were at the 50% or above in Math

- School Data Growth Areas

- 1) Winter Reading (GAP) 40 students out of 136 Gap students were at or below the 14 percentile
- 2) Winter Math (GAP) 49 students out of 136 Gap students were at or below the 14 percentile

- Strategies to Address Growth Areas

- 1) Revamp of the student data dashboard, Race to Success, to include additional monitoring of individual student progress toward IEP goals
- 2) PLC's/Staff meeting to review student progress toward mastery of standards
- 3) Restructure how common assessment data is analyzed by content area teachers with a focus on GAP students are progressing toward mastery of standards

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)

- School Data Strengths

- 1) 6th SS had an average score of 85 on common assessments
- 2) 6th grade math in three common assessments average score was a 75

- School Data Growth Areas

- 1) Language arts 6-8th grades overall proficiency was under 60%
- 2) 8th grade math common assessment average proficiency was below 50%

- Strategies to Address Growth Areas

- 1) Analyze common assessment data during PLC's and use the data to work
- 2) All students will be monitored with their individual data through Race to Success student dashboard
- 3) Implement Kagan instructional strategies from PD to engage all learners.

Impact Survey Data

- School Data Strengths

- 1) Overall school climate was 88%, compared to the state average of 62%
- 2) School Leadership Team was 86%, compared to the state average of 66%
- 3) Staff-Leadership Relationships was 96%, compared to the state average of 76%

- School Data Growth Areas

- 1) The overall percentage for the area of Feedback Coaching was 69%.
- 2) The overall percentage for Resources was 65%.
- 3) 56% of teachers reported professional learning gave them the opportunity to explore new ideas.

- Strategies to Address Growth Areas

- 1) Focus on cycle of quality of instruction and providing high quality feedback to all teachers.
- 2) Specifically looked at instructional needs and worked with teachers to identify resources needed to classrooms
- 3) Kagan Strategies professional development to specifically assist teachers with teaching students remotely and increasing student engagement

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) My school is a caring place 25.8% of students agree, 72.2% of students strongly agree
- 2) There is at least one adult who listens 28.4% of students agree 69.6% strongly agree
- 3) Adults in my school work hard to make sure students are safe 19.5% of students agree 79.5% of students strongly agree

- School Data Growth Areas

- 1) I feel comfortable stating my opinion in class even if others disagree- 17.6% of students disagree with this statement.
- 2) The consequences for breaking school rules are fair. 17.6% of students disagree with this statement.
- 3) Students at this school respect each others differences. 17.2% of students disagree with this statement.

- Strategies to Address Growth Areas

- 1) Meetings with students with to discuss PBIS expectations
- 2) Implemented Boundless group to assist with addressing diversity and respecting individual differences
- 3) Tier One social and emotional learning with targeted lessons around expectations and respecting differences in others.

Terrace Metrics

- School Data Strengths

- 1) 86% of students scored in the moderate area or above for overall behavioral health and well being
- 2) 86% of students reported positive school experiences on their screener

- School Data Growth Areas

- 1) 15% of students scored in the at the risk range for poor grit skills
- 2) 14% of students reported feeling ostracism

- Strategies to Address Growth Areas

- 1) Grit lessons will be developed and added to the Tier One SEL program
- 2) Ostracism lessons will be developed and added to the Tier One SEL program
- 3) Targeted Small group instruction based on individual Terrace Metrics student data will be added to meet student needs

Student Services

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Dropout Rate | NA | NA | NA |
| Attendance Rate | 97.17 | 96.36 | 96.21 |
| % F/R | 41.27 | 43.11 | 43.63 |
| Achievement Score/Proficiency | 84.6 | 66.9 | N/A |
| # Transfer (OE/Tuition) | 111 | 115 | 108 |
| Retention Rate | .8 | 0 | 0 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Reading Proficiency- By 2020, IMS will increase Reading Proficiency for all students from 81.3% to 87.3 % as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Math Proficiency- By 2020, TMS will increase Math Proficiency for all students from 83% to 87% as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Reduce science novice for students with disability with IEP from 22% to 13% as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| Reduce Social Studies novice for students with disability IEP from 11% to 5% as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2020, reduce writing novice for students with disability with IEP from 31.3% to 26.3% as measured to by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, will decrease the number of students with disabilities scoring novice in reading from 52% to 42.2% as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, TW will increase the number of students with disabilities scoring proficient in math from 45.1% to 50% as measured by KPREP. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, TMS will increase percentage of students showing growth in Reading MAP from 53.48% in Fall 2019 to 58.48% in Spring 2020 | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, TMS will increase percentage of students showing growth on MAP in reading from 55.92% in Fall 2019 to 60.92% in Spring of 2020. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |



Celebrations

- 1) Twenhofel Middle School has an amazing group of middle school students.
- 2) 6th grade Girls Basketball Won the Championship during the Winter of 2020
- 3) Celebrated almost 500 students per quarter for all A and B honor roll

Report to the Board November, 2020

Summit View Academy



School/Instructional Adjustments as a Result of COVID - 19

1. Instructional Adjustments - provided virtual summer school for all students needing an intervention, Implementation of Multi-Tiered System of Support (SEL, Academic, & Behavior), Adjusting Genius Hour class for 6-8
2. Increase Technology training for staff (30 Google certified teachers, 3 Seesaw Ambassadors, many teacher attended KyGoDigital training, teacher led PDs on various Google Apps, Technology Resource Teachers)
3. Differentiating professional development for all staff members - during PLC meetings, faculty meetings and professional development sessions staff members are able to attend sessions that are based on their area of growth. Empowered teacher leaders to assist with trainings and providing support.
4. Social Emotional Learning - additional lessons and resources for students in regards to the COVID-19 pandemic and returning to school safely

Formative Data - Comparing MAP Data - Fall 2019-Fall 2020

- School Data Strengths

- 1) In the area of Math, students in 7th grade scoring at or above the 50th percentile increased their percentage from 47% to 58%.
- 2) In the area of Reading, students in 3rd grade scoring at or above the 50th percentile increased their percentage from 59% to 74%.
- 3) In the area of Reading for grades K-8, 63% are scoring at or above the 50th percentile; this was only a 2% decrease from the previous year.

- School Data Growth Areas

- 1) In the area of Math for grades K-5, 57% of the students are scoring at or above the 50th percentile.
- 2) In the area of Math for 6-8 for grades 6-8, 46% of the students are scoring at or above the 50th percentile.
- 3) In the area of Math for grade 6, 31% of the students are scoring at or above the 50th percentile.

- Strategies to Address Growth Areas

- 1) Implement Khan Academy Mappers in the area of Math for grades 2-8 during Royals Whatever I Need (WIN) time. All students will utilize this program for a minimum of 20 minutes per day. Grades K and 1 and students needing Tier III will receive interventions in Do the Math.
- 2) In the area of Math for grades K-3, students are using ST Math as part of their core instruction. Grade level goals will be monitored for consistent implementation (K-1: 60 minutes and 2-3: 90 minutes).
- 3) All math teachers will receive a minimum of one informal walk per month during Tier I instruction. Specific feedback will be given around the Cycle of Quality Instruction with the focus on all students producing an individual product and ensuring students are formatively assessed multiple times throughout the lesson.

Formative Data (Cont.)

(Elementary/Middle School Common Assessments)



- School Data Strengths

- 1) 74% of Primary students (Grades K-3) scored 80% or above on ELA Common Assessments
- 2) 70% of Primary students (Grades K-3) scored 80% or above on Math Common Assessments

- School Data Growth Areas

- 1) 39% of Intermediate students (Grades 4-5) scored 80% or above on the Math Common Assessments
- 2) 36% of Middle Grades students (6th-8th) scored 75% or above on the ELA Common Assessments

- Strategies to Address Growth Areas

- 1) Feedback on Quality Cycle of Instruction Indicators for Tier I instruction is provided to all teachers monthly.
- 2) Needs Based Instruction groups for Math/Reading during Royals WIN (What I Need) time based on MAP scores, common assessment data, DIBELS, etc.
- 3) Creation and refinement of midpoint checks (formative assessments) for Math and Reading units for grades K-8. Data is tracked in data notebooks and analyzed in PLCs.
- 4) Creation and implementation of ELA and Math weekly assessments in Grades 6-8.

ACCESS for EL Students

- School Data Strengths

- 1) 30% of SVA students taking the ACCESS test received high enough scores to exit the program.
- 2) All students taking the ACCESS test made growth. The average growth on the Composite Proficiency Level was 0.75.

- School Data Growth Areas

- 1) 79% of students not exiting the EL program scored less than a 4 on the Composite Proficiency Level.
- Strategies to Address Growth Areas
 - 1) EL pullout classes 3 days a week and 4 SVA students participating in the Newcomer program at Turkeyfoot.
 - 2) Use of Lexia in EL pullout and during regular school day for students who need it.
 - 3) MTSS supports for qualifying students focusing on basic phonics instruction (System 44, LLI, Orton Gillingham).

Impact Survey Data

- School Data Strengths

- 1) Educating All Students: Faculty perceptions of their readiness to address issues of diversity - 69%
 - a) 95% of teachers use assessment data to inform their instruction
 - b) 82% of teachers find it easy to interact with students at SVA who are from a different cultural background from their own
- 2) Staff-Leadership Relationships: Perceptions of faculty and staff relationships with school leaders - 62%
 - a) 78% of the teachers feel that when challenges arise in their personal life, school leaders are understanding
 - b) The majority of teachers feel they are treated respectfully by school leaders

- School Data Growth Areas

- 1) Professional Learning: Perceptions of the amount and quality of professional growth and learning opportunities available for faculty and staff - 40%
 - a) 63% of teachers feel access to instructional technology (printers, software, internet, computers) needs to improve
 - b) 67% of teachers feel is it important to hire more specialists to help students
- 2) Resources: Perceptions of the adequacy of the school's resources - 27%
 - a) Only 24% of teachers feel professional development opportunities are valuable
 - b) Only 26% of the teachers feel the professional development opportunities are relevant to the content they teach

- Strategies to Address Growth Areas

- 1) Survey staff to identify the professional development opportunities that are needed
- 2) Work with team and content leads to prioritize professional development opportunities that are needed at SVA; staff can complete individual professional learning plan to differentiate plan for individual needs
- 3) SVA technology plan needs to be shared with staff; this can include the number of devices and what is purchased each year for technology stay updated. Staff can provide input on what is needed.

Quality School Climate and Safety Survey Data

- School Data Strengths

- 1) 83.4% of students reported - I know what to do if there is an emergency at my school.
- 2) 79.2% of students reported - adults in my school work hard to make sure students are safe.
- 3) 73.4% of students reported - my teachers expect me to do my best all the time.

- School Data Growth Areas

- 1) 19.8% of students reported - adults stay calm when dealing with bad behavior at my school.
- 2) 21.9% of students reported - students being mean or hurtful to other students online is a problem at my school.

- Strategies to Address Growth Areas

- 1) Teacher awareness of student responses - remind teachers to handle discipline matter discreetly and not in front of class, discussion of PBIS expectations for teachers, referral procedures, Royal Habits instruction.
- 2) Teacher and student awareness of response - continued online protocol training - Digital Driver's' License, Royal Habits, PBIS expectations, SEL, in class guidance lessons on hurtful behavior.

Terrace Metrics

- School Data Strengths

- 1) Positive school experience: indicators show that 95% have a good school experience and only 1% are at risk in this category.
- 2) Personal standards: indicators show that 82% of students have positive personal standards and only 10% of students are at risk.
- 3) Global satisfaction: 81% of SVA students have a good global satisfaction rating and 12% are at risk.

- School Data Growth Areas (areas with the largest number of at risk students)

- 1) Hope: indicators show that 20% of SVA students are at risk in the area of hope.
- 2) Grit: indicators show that 23% of SVA students are at risk in the area of grit.
- 3) Ostracism: indicators show that 18% of SVA students are at risk in the area of ostracism.

- Strategies to Address Growth Areas

- 1) SEL lessons: Counselors and teachers will instruct students in SEL lessons using the Choose Love and/or Random Acts of Kindness.
- 2) Classroom guidance lessons: Counselors will create and/or use lessons that focus on hope, grit, and ostracism. Counselors will use lessons provided by Terrace Metrics as well as Second Steps.
- 3) Tier 2 and tier 3 interventions: Counselors will provide small group and/or individual counseling to those students who were at risk. Counselors will be using Terrace Metrics Lessons, Second Steps Lessons as well as curriculum approved in the MTSS pyramid.

Student Services



| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Dropout Rate | N/A | N/A | N/A |
| Attendance Rate | 96.71% (K-5) 95.46% (6-8) | 96.44% (K-5) 95.85% (6-8) | 96.09% (K-5) 95.67% (6-8) |
| % F/R | 46% | 45% | 47% |
| Achievement Score/Proficiency | 56 (3-5) 54.3 (6-8) | 77.4 (K-5) 75.3 (6-8) | N/A |
| # Transfer (OE/Tuition) | 8.45% (K-5 OE) 8.30% (6-8 OE) 1.72% (K-5 Tuition) .57% (6-8 Tuition) | 8.47% (K-5 OE) 2.71% (6-8 OE) 1.84% (K-5 Tuition) 1.14% (6-8 Tuition) | 9.22% (K-5 OE) 3.11% (6-8 OE) 2.37% (K-5 Tuition) 1.55% (6-8 Tuition) |
| Retention Rate | 0% | 0% | 0.1% |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2020, Summit View Academy will increase the combined reading proficiency for students in grades 3-5 from 60.8% in 2019 to 64.7% and for students in grades 6-8 from 66.2% to 69.5% as measured by state assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Summit View Academy will increase the combined math proficiency for students in grades 3-5 from 57% in 2019 to 61.3% and for students in grades 6-8 from 55.2% to 57.7% as measured by state assessment data | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2020, Summit View Academy will increase Science proficiency for students in grade 4 from 35.6% in 2019 to 42% and for students in grade 7 from 31.6% to 38.44% as measured by state assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Summit View Academy will increase Social Studies proficiency for students in grade 5 from 76.3% in 2019 to 78.67% and for students in grade 8 from 67.1% to 70.39% as measured by state assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2020, Summit View Academy will increase On-Demand Writing proficiency for students in grade 5 from 67.5% in 2019 to 70.7% and for students in grade 8 from 41% to 46.9% as measured by state assessment data. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Implementation and Impact

| 2019-20 Goal & Objective | Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #) | Outcome Comparison to State/National Average (with +/- actual #) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| By 2020, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 59.24% in Spring 2019 to 62.36%. | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |
| By 2019, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 61.3% in Spring 2019 to 66.11% | 2020 - Not assessed due to COVID-19 | 2020 - Not assessed due to COVID-19 |

Celebrations

- 1) SVA has created a school environment where teachers feel comfortable to take risks and try new instructional strategies to enhance instruction (Peardeck, Nearpod, Enrichment/STEAM Classes, Typing Club, Xello, Khan Academy, Seesaw, etc.).
- 2) Equity of Technology - All students were able to utilize home technology, checkout a device or bring a device to school for instruction. Students received onboarding lessons on use of Google Classroom, Google Apps, sending emails to teachers, etc. to ensure that all students had the skills needed to be successful in the use of technology for instruction.
- 3) Providing professional development sessions by outside presenters that focus on diversity & inclusion (Make It Plain) and instructional strategies to increase student engagement to decrease disciplinary issues in the classroom (Kagan Win Win Discipline).