Report to the Board
November, 2017

Kenton County School District

Proficiency

- ## District Data Strengths

1) High Schools End of Course Exams. English 2 District 57.4/ State 55.---- Algebra 2 District 43/State 38.1---- Biology District 50.3/ State41.2 ----U.S. History District 64.8 /State 57.5-- High School Math %Proficient/Distinguished District 43.2/ State 38.1--) High School Reading %Proficient/Distinguished District 57.6/ State 55.8

2) Elementary School Reading %Proficient/Distinguished District 65.8 /State 54.3 -- Elementary School Math %Proficient/Distinguished Students District 59.2 /State 49.1

3)   Middle School Reading %Proficient/Distinguished District 60/ State 56.9—Middle School Math %Proficient/Distinguished Students District 54.2/ State 47

- ## District Data Growth Areas

1) In 3 schools, %Novice in Math for Grade 3 is in the bottom 1/3 of the state

2) Grade 6 reading for all middle schools ranked 241 or lower out of 391 schools for P/D

3) High School Algebra 2 End of Course exam have fewer than 50% P/D

Proficiency goal-

- ## Strategies to Address Growth Areas

1) To increase student achievement, professional development for teachers, goal setting with all students, monitoring of student progress, and consistent use of formative assessment are being conducted across the district through the Plan of Excellence.

2) Develop a district systemic process for RTI which will ensure all students receive high quality Tier 1/core instruction while providing targeted Tier II and III interventions in addition to the core as needed.

Gap

- District Data Strengths

1) Elementary School Free and Reduced %P/D for Reading and Math District 50.5/ State 42.5

2) Middle School Free and Reduced %P/D for Reading and Math District 42.7/State 41.3

- District Data Growth Areas

1) Elementary Reading %Proficient/Distinguished Students with Disabilities District 33.8/ State 35.6

2) Elementary Math %Proficient/Distinguished Students with Disabilities District 25.6/State28.8

3) Middle Reading %Proficient/Distinguished Students with Disabilities District 17.7/ State 26.4

4) Middle Math %Proficient/Distinguished Students with Disabilities District 13.5/ State 19.1

5) High School Math %Proficient/Distinguished Students with Disabilities District 10/ State 12.4

6) High School Reading %Proficient/Distinguished Students with Disabilities District 41.1/ State 43.9

- *Gap goal-*

- Strategies to Address Growth Areas:

1) Develop a district systemic process for RTI which will ensure all students receive high quality Tier 1/core instruction while providing targeted Tier II and III interventions in addition to the core as needed.

2) Teachers are developing targeted instructional plans for struggling students and monitoring student progress through PLC teams as part of the Plan of Excellence.

Growth

- District Data Strengths

1) Elementary School Categorical Growth Read/Math PCT District 67.4/ State 57.8

2) Elementary School Student Growth Percentile Read/Math PCT District 66.8/ State 60.1

3) Middle School Categorical Growth Read/Math PCT District 62.6/ State 60

4) Middle School Student Growth Percentile Read/Math PCT District 61.7/ State 58.4

- District Data Growth Areas

1) 2 Middle Schools Reading and Math combined student growth percentile is in the bottom ½ of state

2)

3)

- Strategies to Address Growth Areas

 1) Develop a district systemic process for RTI which will ensure all students receive high quality Tier 1/core instruction while providing targeted Tier II and III interventions in addition to the core as needed.

2)Through the Plan of Excellence, data on all students is monitored to inform instruction for growth of all students as individuals

3)

Transition Ready (CCR)

- District Data Strengths

1) ACT composite District 21.1 State 19.8 District scored above state in English, Math, Reading, Science on the ACT

2) % met benchmark on ACT English District 64.3/State 55.8   Math District 54.8/ State 43.7 Reading District 62.7/ State 53.2

3) Advanced Placement- % scoring 3, 4, or 5   District 67.9 State 49.7

4) High Schools are above the state average for Proficient/Distinguished in all End of Course Exams. English 2 District 57.4/ State 55.---- Algebra 2 District 43/State 38.1---- Biology District 50.3/ State41.2 ----U.S. History District 64.8 /State 57.5

- District Data Growth Areas

1) The College and Career Readiness decreased from 66.6 to 63.2

2) College and Career Readiness District 63.2/ State 65.1

3) 14% of high school seniors are Career Ready

4) The number of industry certifications/ KOSSA tests passed is significantly lower than the state District 121/State 9,153

Transition Ready goal-

- Strategies to Address Growth Areas

1) CERT (College Equipped Readiness Tool) has implemented in grades 9-12 in order to enhance college and career skill development.

2) Through the Plan of Excellence, professional development for teachers, goal setting with all students, monitoring of student progress, and consistent use of formative assessments are being implemented to increase the number of students that are transition ready.

3) Each high school, along with KCAIT, is exploring increased opportunities for students to attain industry certifications and expand career pathway opportunities congruent with regional and statewide workforce needs.

Graduation Rate

- District Data Strengths

1) 4 Year Cohort Graduation Rate for all students: District 92.2% State 89.8%

2) 4 Year Cohort Graduation Rate for African Americans students: District 95.2% State 81.7%

3) 4 Year Cohort Graduation Rate for Hispanic students: District 96.4% State 84.2%

- District Data Growth Areas

1) The 4 year Cohort Graduation Rate decreased from 93.3% to 92.2%

2) 4 Year Cohort Graduation Rate for students with disabilities: District 71.6% State 76.2%

Graduation Rate goal-

- Strategies to Address Growth Areas

1) Develop a district systemic process for RTI which will ensure all students receive high quality Tier 1/core instruction while providing targeted Tier II and III interventions in addition to the core as needed.

2) Increase personalized learning opportunities so that students can earn credits in a nontraditional setting

3) Each high school, along with KCAIT, is exploring increased opportunities/partnerships for students to attain industry certifications and expand career pathway opportunities that are congruent with regional and statewide workforce needs.

Opportunity and Access

- School Data Strengths

1) Outside mental health therapists available at all schools
2) District-wide Attendance 95.78%, 17th Highest in the State
3) All Schools Reached Fidelity in Tier 1 Positive Behavior Instructional Supports

- School Data Growth Areas

1) Reduce Chronic Absenteeism from 8.63% District-wide to less than 8.2%
2) Reach Tier 2 Fidelity Positive Behavior Instructional Supports, 24% of Schools Reached Fidelity 2016-2017

- Strategies to Address Growth Areas

1) Each School Develop and Implement an Attendance Plan for 2017-2018 School Year
2) Behavior Support Consultant provide monthly supports required to meet Tier 2 Fidelity

Celebrations

- 1)   Distinguished District -11 Distinguished Schools- 5 Proficient Schools
- 2) Dixie 8th in the state for students scoring 3,4, or 5 on AP exams
- 3) RC Hinsdale 2nd in state for attendance
- 4) ACT composite increased to 21.1- highest in district history
- 5) Above the state average in virtually every assessment area
- 6) Great staff +great student = TEAM KENTON

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

Plan of Excellence
Growth Mindset

This is a Fluid Process
Schools can move depending on progress determined by ED-TEAM and plan can be adjusted as needed

School Leadership Growth Notebook
- State Assess Results: Data Analysis
- School Goals
- School-Non Negotiable List
- Leadership P G P
- P L C Schedule
- Agendas/Sign Sheets from PL C's
- Master Schedule
- PP R Feedback
- Pathway's Document (If Applicable)
- CC R Activities: All Levels
- TELL Survey Results
- Teacher Evaluation/Formative/Sum Check sheet
- Map/Other Benchmark Results: Data Analysis
- Student Attendance: Plan/Analysis

Teacher Data Notebook
- Curriculum Checklist
- Unit/Lesson Plans (Interventions/Strategies) with Leadership Weekly Feedback
- Student work samples
- Multiple choice, written responses, on demand prompts
- Individual student tracking: Grades- Map, Form/Sum Assess etc. (Indicating Mastery Learning)

Schools Classified as Distinguished (With No Focus area or significant area of need) (5 Star)
Annual Accreditation Visit: 1 With Area of Focus determined by Principal and/or ED-Team
P P R for All Staff Monthly- with High Quality Feedback
Professional Learning Communities as needed
Administrative Attendance in PL C As Needed
Instructional Team PP R Walks as needed
Consultants Assigned per request/as needed

School Classified as Proficient (With No Focus area or significant area of need) (4 Star)
Annual Accreditation Visits: 1
PP R walks for All Staff Monthly- with High Quality Feedback
ED-Team will visit, conduct PP R walks with/without school admin and will meet with leadership team to review C SIP implementation, PL C work, Formative/Sum Assessment data, teacher/leadership growth
Principal to create and maintain: School/Leadership growth notebook
C SIP submitted to ED-Team for review/input
PL C's: Grade Level/Content area 2 per week
Administrative Attendance in PL 's (Most): 1 Per meeting (Documented by PL C sheet signatures)
Leadership Review of Grade Term reports: Student Grades- K PREP, ACT, MAP, CERT, Class Form/Sum Assessments, etc.
Gap/Novice Reduction Plan: Initial review by ED-Team/ Regular Progress Monitoring
Teacher Data Notebooks:
Consultants Assigned per request/as needed

Schools Classified as Needs Improvement and/or focus schools (Or with significant area of growth (1/2/3 Star)
Annual Accreditation Visits: 2
PP R walks for All Staff Monthly- with High Quality Feedback
ED-Team will visit, conduct PP R walks with/without school admin and will meet with leadership team to review C SIP implementation, PL C work, Formative/Sum Assessment data, teacher/leadership growth
Principal to create and maintain: School/Leadership growth notebook
C SIP submitted to ED-Team for review/input
PL C's: Grade Level/Content area 3 per week
Administrative Attendance in PL C's (ALL): 1 Per meeting (Documented by PL C sheet signatures)
Leadership Review of Grade Term reports: Student Grades- K PREP, ACT, MAP, CERT, Class Form/Sum Assessments, ETC.
Gap/Novice Reduction/R T I Plan: Initial review by ED-Team/ Regular Progress Monitoring
Teacher Data Notebooks:
Principal Meeting With Superintendent/ ED monthly: Focus on C SIP Action Plan, Review District/School goals, MAP/CERT Data Analysis, Gap/Novice Reduction
ED-Team review of evaluation process for growth as needed
Board of Education Semester Presentation: Template provided by ED-Team
Consultants Assigned as needed

Report to the Board
November 20, 2017

Taylor Mill Elementary School

At Taylor Mill Elementary School, we INSPIRE passionate learners, create a community of LEADers, and challenge ourselves to EXCEED expectations.

Proficiency

- **School Data Strengths**

1) Improved in overall achievement (76.4 in 2016 to 77.6 in 2017)

2) Improved in achievement from 2016 to 2017 in content areas of reading (58.2 to 62.3), math (53.0 to 55.0), writing (60.6 to 69.2), and language mechanics (63.9 to 64.2)

3) Decreased reading novice (17.8 in 2016 to 13.6 in 2017) and ahead of state averages in all areas

- **School Data Growth Areas**

1) Decreased number of distinguished in reading (23.0 in 2016 to 18.2 in 2017)

2) Decreased number of distinguished in writing (16.5 in 2016 to 4.8 in 2017)

3) Increased number of novice in math (12.5 in 2016 to 16.9 in 2017)

- *Proficiency goal- Collaborate to increase the average combined reading and math KPREP Proficiency scores from 58.7 in 2017 to 76.9 in 2019.*

- **Strategies to Address Growth Areas**

1) Research-based instructional priorities to increase teacher clarity, high expectations, feedback, and relationships

2) WIN time (What I Need) – complete schoolwide RTI system

3) Implementation of math and reading core program

- **School Data Strengths**

1) Increase in overall gap score (from 44.9 in 2016 to 50.9 in 2017)

2) Increase in ALL content areas from 2016 to 2017 in non-duplicated gap score - reading (42.5 to 51.2), math (37.9 to 44.5), social studies (48.2 to 54.2), writing (53.6 to 54.2), language mechanics (40.8 to 52.7)

3) Reduction of novice in all sub gap groups in reading from 2016 to 2017 - F/R (26.7 to 19.7), Disability (56.8 to 36.8)
- **School Data Growth Areas**

1) Met 50% of novice reduction goal in math and reading

2) Reduce novice for gap group of disability in all content areas, particularly math and reading (reading 36.8 in 2017, math 52.6 in 2017)

3) Reduce novice for gap group of free/reduced in all content areas, particularly math and reading (reading 19.7 in 2017, math 23 in 2017)

- *Gap goal- Collaborate to increase the average combined reading and math KPREP Proficiency scores from 47.9 in 2017 to 69.6 in 2019.*

- **Strategies to Address Growth Areas**

1) WIN time (What I Need) – complete schoolwide RTI system

2) Focus on Special Education most effective practices

3) Implementation of math and reading core program – alignment with tier 1, 2 and 3

- **School Data Strengths**

1) Increase in overall growth score (from 64.7 in 2016 to 68 in 2017)

2) Increase in reading Student Growth Percentile (57.6 in 2016 to 68.4 in 2017)

3) Increase in reading Categorical Growth (61.9 in 2016 to 68.9 in 2017)

- **School Data Growth Areas**

1) Decrease in math Student Growth Percentile (71.9 in 2016 to 71.0 in 2017)

2) Decrease in math Categorical Growth (67.1 in 2016 to 63.2 in 2017)

3) From Fall 2016 to Spring 2017, 47.7% of K-5 students showed typical growth on MAP Reading and 39.6% on MAP Math

- **Strategies to Address Growth Areas**

1) Teacher-led growth meetings to analyze data, reflect on instructional needs

2) Research-based instructional priorities to increase teacher clarity, high expectations, feedback, and relationships

3) Implementation of math and reading core program – alignment with tier 1, 2 and 3

Transition Ready (CCR)

- **School Data Strengths**

1) Increase in Reading Proficient/Distinguished for 5th grade (57.3 in 2016 to 69.2 in 2017)

2) Increase in Math Proficient/Distinguished for 5th grade (51.8 in 2016 to 56.7 in 2017)

3) Decrease in Reading Novice for 5th grade (19.1 in 2016 to 13.5 in 2017)

- **School Data Growth Areas**

1) Decrease in Writing Distinguished for 5th grade (16.4 in 2016 to 4.8 in 2017)

2) Increase in Math Novice (10.9 in 2016 to 13.5 in 2017)

3) Decrease in Social Studies Proficient/Distinguished for 5th grade (66.4 in 2016 to 65.4 in 2017)

- **Strategies to Address Growth Areas**

1) Research-based instructional priorities to increase teacher clarity, high expectations, feedback, and relationships

2) WIN time (What I Need) – complete schoolwide RTI system

3) Alignment of Social Studies Core Academic Standards to Core reading program

Opportunity and Access

- **School Data Strengths**

1) In 2016-17, 100% of students received weekly instruction in visual & performing arts, health and physical education, science, and social studies.

2) In 2016-17, 100% of students & families have access to FRYSC, over 50% of our families attended a family literacy event, hosted by a collaborative team of FRYSC, Library Media Specialist, and Title 1 staff

3) In 2016-17, 100% of K-2 students received weekly Mandarin Chinese instruction

- **School Data Growth Areas**

1) In 2016-17, 7.78% of students were chronically absent.

2) In 2016-17, yearly average attendance rate of 96.36% (down from 96.64% in 2015-16)

3) In 2016-17, 8% of students exhibited behavior events

- **Strategies to Address Growth Areas**

1) Student Support Team

2) Certified Energy Bus School

3) K-5 Mandarin Chinese instruction

Celebrations

1) Culture
2) 2017-18 Certified Energy Bus School
3) Building Capacity with Taylor Mill Teachers as Leaders
4) Taylor Mill is a Distinguished School for the first time!

Report to the Board November, 2017

Kenton Elementary

Proficiency

- **School Data Strengths**

1) Overall Proficiency Score has continued to increase by 7.0 NAPD points over the last two years (2015 to 2017). Kenton Elementary Proficiency score is at 86.6.

2) Writing Proficiency Score for all students at 93.4.

3) Fifth grade Reading Proficient/Distinguished Percentage at 79.8.

- **School Data Growth Areas**

1) Fourth grade reading with a novice percentage of 19.9 for all students.

2) Third grade math with a Proficient/Distinguished percentage of 57.0.

3) Combined reading and math Proficient/Distinguished score of 64.6 percent for all students did not meet the delivery target of 70.8 percent.

- *Proficiency goal- By 2019, Kenton Elementary will increase the combined reading and math proficiency for all students from 64.6% in 2017 to 79.2% in 2019 as measured by the school report card proficiency data.*

- **Strategies to Address Growth Areas**

1) Tracking novice students in fifth grade reading (previous fourth graders). Ensuring students are making progress through remediation and RTI services. Reading novice percentages are tracked per teacher for reading.

2) PLC meetings with focus at the third grade level on moving students into the Proficient and Distinguished level in math. Tracking of students and percentages of students in the apprentice range for third grade math MAP scores. More intensive work with the SET model and intentional remediation for those students to move them into the Proficient/Distinguished range.

3) For the 2017/2018 school year, combined delivery target set at 75.0 for all students to be at the Proficient and Distinguished level for combined reading and math. To reach this delivery target we need to improve by 10.6 percent. Tracking MAP progress and setting an individual goal per teacher and by grade level team to indicate the number of students each teacher needs to move into the Proficient and Distinguished category.

Gap

- School Data Strengths

1) Reduction in overall math Gap novice from 27 students in 2016 to 16 students in 2017.

2) Reduction in overall reading Gap novice from 34 students in 2016 to 25 students in 2017.

3) Gap scores for whole school have improved over the last two years from 45.3 to 65.9, an increase of 20.6.

- School Data Growth Areas

1) Non-duplicated Gap group combined delivery target for reading and math set at 66.8 percent Proficient and Distinguished for 2018. Currently we are at 50.0 percent for non-duplicated Gap students in combined reading and math.

2) Non-duplicated Gap group reading delivery target set at 66.7 percent Proficient and Distinguished for 2018. Currently we are at 53.5 percent for non-duplicated Gap students in reading.

3) Non-duplicated Gap group math delivery target set at 66.8 percent Proficient and Distinguished for 2018. Currently we are at 46.5 percent for non-duplicated Gap students in math.

Gap goal- By 2019, Kenton Elementary will increase the combined reading and math proficiency for non-duplicated Gap students from 50.0% in 2017 to 72.3% in 2019 as measured by the school report card proficiency data.

- Strategies to Address Growth Areas

1) Tracking documents per teacher highlighting Gap students that are at the novice and apprentice levels. Documents track student progress and percentages per teacher of Gap student performance based upon MAP reading and math scores, three times per year.

2) Students identified novice and apprentice in the Gap category have mandatory progress monitoring weekly in the areas of reading and math. Progress reviewed in PLC meetings and then by administration team for recommendations in or out of tier I, II, or III programs and strategies. This takes place weekly.

3) Intensive remediation over Friday assessments for those in the Gap category scoring novice and apprentice. This takes place through weekly use of the Wrong-Answer Item Analysis form. Small groups of novice and apprentice work with the teacher to remediate concepts. Students are held accountable for mastery of the question/item; hence proving mastery of the standard.

Growth

- School Data Strengths

1) One hundred percent of 4th graders made growth in math at the distinguished level.

2) Ninety-six percent of 5th graders made growth in reading at the distinguished level.

3) Growth score of 72.2 places Kenton Elementary in the top 10% of elementary schools in the state.

- School Data Growth Areas

1) 5th Grade math growth at 66.9% average for all students. Below the school score of 72.2

2) 4th Grade reading growth at 67.6% average for all students. Below the school score of 72.2

3) Drop in student growth percentile percentage for math from approximately 72.9 to around 50 percent.

- Strategies to Address Growth Areas

1) All students in grades K to 2nd utilize ST math. Students not showing growth in math in grades 3, 4, and 5 utilize ST math.

2) Tracking all students growth from MAP scores three times per year to determine if growth is being made from Fall, Winter and Spring by individual student percentiles.

3) Students not making growth in Reading are placed on Read Naturally and Compass Learning.

Transition Ready (CCR)

- School Data Strengths

1) Fifth grade reading K-PREP scores for all students Proficient/Distinguished is at 79.8 percent.

2) Fifth grade writing K-PREP NAPD score is 93.4.

3) Fifth grade writing K-PREP scores for Gap students at the Distinguished level is 11.8 percent (top 5% in state).

- School Data Growth Areas

1) Fifth grade reading novice reduction for all students. K-PREP indicates we had 10.1 percent at the novice level.

2) Fifth grade reading novice reduction for Gap students. K-PREP indicates we had 15.7 percent of Gap students at the novice level.

3) Fifth grade social studies novice reduction for Gap students. K-PREP indicates we had 11.8 percent of Gap students at the novice level.

- Strategies to Address Growth Areas

1) Tracking progress of novice students through Friday Assessment data weekly, progress monitoring weekly, and MAP data three times per year to determine if interventions are working and/or if additional tiers of interventions need to be added.

2) Implementation of ACE (answer by restating the question, cite evidence, and extending thinking) in answering social studies short answer and extended response questions.

3) Students scoring novice in the area of Reading will be asked to remediate every week based upon Friday assessment measures. Students will complete the Wrong/Answer item analysis in a small group setting with the teacher.

Opportunity and Access

- School Data Strengths

1) For the 2016-2017 school year, the attendance rate was at 96.5 percent. This is over the target rate of 94.0%.

2) One hundred percent of students receive weekly instruction in the areas of visual arts, P.E., Science, and Social Studies.

3) Full time counselor, media specialist and FRC Coordinator to help meet the needs of the whole child.

School Data Growth Areas

1) Chronic Absenteeism rate at 5.2%.

2) For the 2016-2017 school year, 36.59% of students had an office referral for exhibiting behaviors that were in violation of the *Kenton County School District Code of Expected Behavior and Conduct.*

3) Two percent of students were restrained or secluded during the 2016-2017 school year.

Strategies to Address Growth Areas

1) PBIS committee broken into Tier I and Tier II to work with a solution driven focus on whole school procedures and expectations and to work towards addressing individual level behaviors.

2) RTI administration team working to review attendance data monthly. FRC Coordinator meets weekly to determine incentives for students and families to promote attendance. Attendance initiatives designed to promote school-wide higher attendance rates. FRC Coordinator and Assistant Principal work with families to support students that are chronically absent.

3) Integration of mental health services into the school setting, such as Mebs and Associates, Diocesan Catholic Children's Home, North Key, The Ridge, and The Brook to help families struggling to support their child's mental health and academic success.

Celebrations

- 1) The Proficiency score for Kenton Elementary is at 86.6, which is in the top 15% of elementary schools across the state.

- 2) Writing Proficiency score for all students at 93.4, which is in the top 5% of all elementary schools across the state.

- 3) Fifth grade Reading Proficient/Distinguished percentage at 79.8, which is in the top 5% of all elementary schools across the state.

- 4) Growth score of 72.2 places Kenton Elementary in the top 10% in the state for elementary schools in the area of growth.

Report to the Board
November 20, 2017

Beechgrove

Bruin Proud and Bruin Strong

Proficiency

- School Data Strengths
  1) Reading IEP students at proficient/distinguished - 35.0% in 2016 to 59.4% in 2017
  2) Math Grade 5 students at novice - 13.3% in 2016 to 2% in 2017
  3) Writing Students at proficient/distinguished – 53% in 2016 to 65.7% in 2017

- School Data Growth Areas
  1) Math Grade 3 students at proficient – 36.3% in 2016 to 31.0% in 2017
  2) Math Grade 4 students at proficient and distinguished – 64.9% in 2016 to 57.65% in 2017
  3) Reading Grade 3 students at novice in 2017 – 19.5%

- *Proficiency goal- Collaborate to increase the number of math students performing at proficient and distinguished on the state assessment from 57.65% in 2017 to 81.0% by May 15, 2019.*

- Strategies to Address Growth Areas
  1) Utilize classroom assessments, common assessments, and MAP to set and track individual student math goals.
  2) Raise metacognition by incorporating student self evaluation and reflection within lessons.
  3) Intentionally plan weekly core instruction activities that increase rigor and deepens learning.

Gap

- School Data Strengths
  1) Reading Grade 5 non-duplicated gap free and reduced students at proficient/distinguished – 71.87% (Reading Grade 5 all students at proficient /distinguished - 69.79%
  2) Reading Grade 5 non-duplicated gap students at novice – 15.62% (Reading Grade 5 all students at novice – 15.63%)
  3) Math Grade 4 non-duplicated gap students at proficient – 33.78% (Math Grade 4 all students at proficient – 29.73%)

- School Data Growth Areas
  1) Math Grade 4 non-duplicated gap students at novice – 21.62% (Math Grade 4 all students at novice – 14.41%)
  2) Math Grade 4 non-duplicated gap students at P/D – 45.94% (Math Grade 4 all students at proficient/distinguished – 57.65%)
  3) Reading Grade 4 non-duplicated gap students at distinguished – 20.27% (Reading Grade 4 all students at distinguished – 28.83%)

- *Gap goal- Collaborate to increase the number of math non-duplicated gap students preforming at proficient and distinguished on the state assessment from 45.94% in 2017 to 76.9% by May 15, 2019.*

- Strategies to Address Growth Areas
  1) Triangulate classroom assessments, common assessments, and MAP to set and track individual student math goals.
  2) Intentionally plan weekly core instruction activities that promote digging deeper in concept and increasing rigor.
  3) Partner with district consultant to work with individual teachers in core instruction specifically in formative assessment and collaboration.

Growth

- School Data Strengths
  1) Reading Grade 5 students at distinguished – 85.71% had typical or higher growth
  2) Reading Grade 4 students at proficient/distinguished – 87.87% had typical or higher growth
  3) Math Grade 5 students at distinguished – 85.71% had typical or higher growth

  School Data Growth Areas
  1) Math Grade 5 students at novice/apprentice – 44.2% had typical or higher growth
  2) Math Grade 4 students at novice/apprentice – 41.3% had typical or higher growth
  3) Reading Grade 4 students at novice/apprentice – 41.9% had typical or higher growth

- Strategies to Address Growth Areas
  1) Increase exposure to problem solving strategies by utilizing Mastery Connect, flashbacks and daily spiral review.
  2) Increase PLC math data meetings to twice per month in addition to all other PLC meetings.
  3) Weekly monitoring and tracking of RTI intervention data.

Transition Ready (CCR)

- School Data Strengths

1) Grade 5 writing students at proficient/distinguished – 65.7%
2) Grade 5 reading students at proficient/distinguished – 65.5%
3) Grade 5 writing non-duplicated gap students at proficient/distinguished – 62.3%

- School Data Growth Areas

1) Grade 5 math students at proficient/distinguished – 54.5%
2) Grade 5 social studies students at proficiency/distinguished – 61.6%
3) Grade 5 reading students at novice – 15.2%

- Strategies to Address Growth Areas

1) Implement XtraMath and Eureka Math into core instruction
2) Increase RTI math instruction to 30 minutes daily
3) Work with district consultants to work with individual teachers in core instruction specifically with rigor and enrichment

Opportunity and Access

- School Data Strengths

1) PBIS – Met fidelity for Tier 1 on TFI (Tiered Fidelity Inventory)
2) 4.9% of students are chronically absent
3) 100% of students receive weekly instruction in Art, Music, P.E., Library, and Technology

- School Data Growth Areas

1) 10% of students with behavior referrals
2) 17% of students with behavior referrals have 2 or more reported incidences
3) 2.71:1 student-to-internet connected computer ratio

- Strategies to Address Growth Areas

1) Require meaningful engagement professional development for all teachers
2) Implement an adult/student mentoring program (matching faculty and staff members with those students who demonstrate a need for positive adult relationships)
3) Increase the number of electronic devices to achieve a 1:1 student-to-internet computer ratio

Celebrations

- 1) **Fourth consecutive year to be a distinguished school!**

- 2) 65.7% of students performed at proficient and distinguished in Writing.

- 3) Gap students in Reading are performing within 8.1% of all Reading students.

- 4) Attendance with after school clubs and activities have increased 54.2%.

Report to the Board November, 2017

Ryland Elementary School

Proficiency

- School Data Strengths

1) 5th Grade Reading 74.5% of students scored Proficient/Distinguished

2) 5th Grade Math 63.8% of students scored Proficient/Distinguished

3) On-Demand 74.5% of students scored Proficient/Distinguished

- School Data Growth Areas

1) Math grades 3rd – 5th 49.5% of all students scored below Proficiency

2) Math 70.5% of Gap students scored below Proficiency

3) Reading 56.5% of Gap students scored below Proficiency

- *Proficiency goal- Increase the combined Reading and Math Proficiency scores from 54.9% in 2017 to 77.7% in 2019.*

- Strategies to Address Growth Areas

1) Intentional Monitoring of Rigorous Instruction through – lesson plan review, grade level data tracking sheets, PPR walks with feedback, data boards (Gap students identified)

2) Implementation of Math Instructional Model – reviewed through lesson plans, PPR walks

3) Weekly Assessments – analysis for standard mastery in reading and Math

Gap

- School Data Strengths

1) 5th Grade Reading - 56.1% of Gap students scored Proficient/Distinguished

2) Social Studies – 63.4% of Gap students scored Proficient/Distinguished

3) Writing – 61% of Gap students scored Proficient/Distinguished

- School Data Growth Areas

1) Math only 29.5% of 3rd – 5th grade Gap students performed at Proficiency

2) Reading only 43.8% of 3rd – 5th grade Gap students performed at Proficiency

3) Overall KPREP Gap score was 27.3

- *Gap goal- Increase achievement and proficiency for student in the non-duplicated Gap group in the areas of Reading and Math from 36.7% in 2017 to 70.5% in 2019.*

- Strategies to Address Growth Areas

1) Mentor – each 3rd – 5th grade Gap student and other identified "at-risk" students, will have an identified adult (other than classroom teacher). The mentor will check on the student weekly and analyze mastery of standards, assessment data, attendance, overall performance. We have about 160 3rd – 5th grade Gap students.

2) Data Boards – each grade level has electronic data boards that contain MAP and Common Assessment data, grades, RTI and other important information. In addition, each grade has a tri-fold board with each student having a card that contains their picture, MAP and KPREP data. This allows us to "name and claim" each student and review how they are doing on MAP. Gap students are identified on Data Boards.

3) 21st Century After School tutoring – Gap students will be given first priority for available spots in this program.

Growth

- School Data Strengths

1) 4th grade KPREP Reading - 62% of students met Categorical Growth

2) 5th grade KPREP Math – 73% of students met Categorical Growth

3) 76.9% of 5th grade students scored at or above 40th in the student growth percentile on 2017 KPREP Math

- School Data Growth Areas

1) 34% of 5th grade students scored below 40th in the student growth percentile – KPREP Reading

2) 36% of 4th grade students scored below 40th in the student growth percentile – KPREP Reading

3) 43% of 4th grade students scored below 40th in the student growth percentile – KPREP Math

- Strategies to Address Growth Areas

1) All Kindergarten – fifth grade students will set goals to grow on MAP percentiles in the Winter and Spring

2) All students that score below the 40th percentile in Reading and/or Math will participate in RTI

3) Administrators and teachers will meet with all current 4th & 5th students in the fall. 2017 KPREP scores and cut scores will be reviewed. Students will set goals and will be encouraged to work towards those during the school year. In the spring, administrators and teachers will meet again with students to review academic progress and set KPREP goals for 2018 assessment.

Transition Ready (CCR)

- **School Data Strengths**

1) 5th Grade KPREP Reading - 74.5% of students scored Proficient/Distinguished

2) 5th Grade KPREP Social Studies - 78.7% of students scored Proficient/Distinguished

3) 5th Grade KPREP On-Demand Writing - 74.5% of students scored Proficient/Distinguished

- **School Data Growth Areas**

1) 5th Grade KPREP Math - 39% of Gap students scored Proficient/Distinguished

2) 5th Grade KPREP Math – 63.8% of all students scored Proficient/Distinguished

3) 5th Grade KPREP Reading – 56.1% of Gap students scored Proficient/Distinguished

- **Strategies to Address Growth Areas**

1) All students that are not at the 40th percentile on MAP in reading and/or math will be involved in RTI

2) MAP and Common Assessment data will be analyzed consistently for student progress

3) Gap students will meet with their mentor weekly to review overall progress, attendance and assessment data.

Opportunity and Access

- School Data Strengths

1) Overall Attendance last year 96.8% - 43rd in the state

2) Master Schedule allows for 100% of students to receive weekly instruction in the areas of Visual and Performing Arts, Health and Physical Education.

3) Provide whole-child supports through collaboration with the Family Resource Center, School Psychologist and Guidance Counselor. Programs are offered that reach out to relatives raising relatives (Super Families), provide information and mental health services at school and teach Character Education (Wonderful Wednesdays).

- School Data Growth Areas

1)   Only 1% of the student population has behavior referrals; however, these 7 students have accumulated multiple referrals for a total of 32. These 7 students have received between 3 – 12 referrals since August 2017.

2)   Decrease chronic absenteeism rate from current percentage of 6% to 4% by June 2018.

- Strategies to Address Growth Areas

1) Utilize the school RBTL committee to provide interventions for students with Chronic Absenteeism

2) Assure equitable access to rigorous coursework through the monitoring of lesson plans, common

    assessments and PPR classroom walks

3) A greater focus will be placed on Tier 2 PBIS interventions in order to provide support to students with chronic behavior issues.

4) Attendance recognition and incentives

Celebrations

1) On-Demand writing has increased each year - 2017 KPREP score 88.2

2) Social Studies KPREP 2017 score 96.8

3) Carla Oetinger, fifth grade teacher, 2018 KDE finalist for KY Teacher of the Year Award

4) Wonderful Wednesdays – Character Education & special interest clubs – 100% of 1st – 5th grade students are participating in a club and building relationships across grade levels and with staff members

Report to the Board November, 2017

White's Tower Elementary

Proficiency

- School Data Strengths

1) Overall Reading: 70.3% Proficient/Distinguished

2) Overall Math: 68.4% Proficient/ Distinguished

3) 76.7% Proficient & Distinguished in Language Mechanics

- School Data Growth Areas

1) 61.8% Proficient & Distinguished in On-Demand Writing

2) 7.4% Novice in Reading, 7.1% Novice in Math

3) 22.3% of Apprentice Readers to Proficiency

- *Proficiency goal- Increase % of combined reading and math for all students from 69.5% in 2017 to 71.1% in 2019 as measured by school report card.*

- Strategies to Address Growth Areas

1) Co-Teaching between Classroom Teacher and Special Education Teacher, Scoring Collaboration, Additional On-Demand Writing Opportunities with feedback

2) Intensive Math RtI Instruction, Additional Math Standards Assessments and Data Tracking

3) Identify, Progress Monitor, Provide Intervention and Support

Gap

- School Data Strengths

1) 100% Gap Novice Reduction

2) Increase in Gap Points from 37 to 79.1 (+42.1)

3) 3rd & 4th Grade Math Gap 66.9% Proficient & Distinguished

- School Data Growth Areas

1) 46.9% Proficient & Distinguished On-Demand Writing (Non-Duplicated Gap)

2) 5th Grade Math: 42.9% Proficient & Distinguished (Non-Duplicated Gap)

3) 3rd Grade Math Students w/ Disabilities: 43.8% Novice & Apprentice

- *Gap goal- Increase % of combined reading and math for non-duplicated gap students from 59.6% in 2017 to 64.6% in 2019 as measured by school report card.*

- Strategies to Address Growth Areas

1) Gap Student Draft

2) Intensive Math & Reading RtI Instruction, Additional Math and Reading Standards Assessments and Data Tracking

3) Identify, Progress Monitor, Provide Intervention and Support

Growth

- School Data Strengths

1) Increase in Growth %; Reading +3.8, Math +6.4, Combined +5.1

2) 74% of 5th Grade Made Math Growth

3) 76% of 5th Grade Made Reading Growth

- School Data Growth Areas

1) 43% Fourth Graders in Math did not meet growth

2) 38% Fourth Graders in Reading did not meet growth

3) 33% Fifth Grade Gap Students in Math did not meet growth

- Strategies to Address Growth Areas

1) Identify, Progress Monitor, Provide Intervention and Support

2) Flexible RtI Grouping

3) Student Draft

Transition Ready (CCR)

- School Data Strengths
1) 75.3% 5th Graders P/D in Social Studies
2) 68.5% 5th Graders P/D in Reading
3) 64% 5th Graders P/D in Math
- School Data Growth Areas
1) 20% P/D Students w/Disabilities in 5th grade Social Studies
2) 6.7% P/D Students w/Disabilities in 5th grade Math
3) 13.3% P/D Students w/Disabilities in 5th grade Writing
- Strategies to Address Growth Areas
1) Special Education Collaboration with Middle Schools
2) Middle School Counselor Assembly
3) Middle School Visits

Opportunity and Access

- School Data Strengths

1) 1st Month Attendance 97.48%

2) Tier II Supports through Small Group Counseling & Students have access to a guidance counselor full time

3) 100% students receive weekly instruction in visual arts, PE, science and social studies.

> a.)Music, Art, PE & Library Teachers hold certification in specialized area.

- School Data Growth Areas

1) 5.7% of Students were considered Chronically Absent (16-17)

2) 89% of Student Population had 0 Behavior Referrals (16-17)

3) 11% of students had one or more behavior referrals.

- Strategies to Address Growth Areas

1) Attendance Plan
   1) Summer Home Visits
   2) Attendance Incentives
   3) Family Interventions – Home Visits, Collaboration with RBTL, Parent Conferences, Communication with Physicians' Offices, & Parenting Interventions

Celebrations

- 1) Distinguished School/ School of Distinction

- 2) 1st in State Gap Student Novice Reduction

- 3) Top 10% in the State
  - 3rd Grade Math P/D
  - 3rd Grade Math P/D Non-Duplicated Gap
  - 4th Grade Language Mechanics P/D
  - 4th Grade Language Mechanics P/D Non-Duplicated Gap
  - 4th Grade Reading P/D
  - 4th Grade Reading P/D Non-Duplicated Gap

Report to the Board November, 2017

R. C. Hinsdale

#RCHhigher

Proficiency

- School Data Strengths

1) Third and Fifth Grade Reading Percentage Proficient/Distinguished were more than 80% (87.3 & 83.5)

2) Third Grade Reading for Disability Group with IEP was 81.8 % Proficient/Distinguished

3) Third Grade Math Percent Proficient/Distinguished was 85.6 (#12 in the State)

- School Data Growth Areas

1) Fourth Grade Reading Percentage Proficient/Distinguished 65.3

2) Fourth Grade Math Percentage Proficient/Distinguished 55.1

3) Fifth Grade Math Percentage Proficient/Distinguished 61.2

Proficiency goal- Increase percentage of Proficient/Distinguished in Combined Reading and Math, from 74.2 in 2017 to 83.3 in 2019

- Strategies to Address Growth Areas

1) School-wide RTI plan for Reading and Math

2) Review and Revise Assessment Schedule by grade levels

3) Weekly PLCs to analyze MAP & Assessment data

Gap

- School Data Strengths

1) Third Grade Gap Group for Reading Percent P/D was 78.8 (#25 in the State)

2) Fourth Grade Gap Group for Reading Percent P/D was higher than the State at 51.7

3) Third Grade Gap Group for Math Percent P/D was 66.7

- School Data Growth Areas

1) Fifth Grade Gap Group for Math P/D 26.1

2) Fifth Grade Gap Group for Reading P/D 56.5

Gap goal- Increase Percent Proficient/Distinguished for Gap Group in Reading from 64.3 in 2017 to 75.3 in 2019

Strategies to Address Growth Areas

1) Do the Math and Moby Max as Interventions for third, fourth and fifth Grade

2) PLCs Review and Analyze progress for Gap Students

3) Special Education team provide specific and targeted interventions

Growth

- School Data Strengths

1) Increased Student Growth Percentage in Reading from 69.8 in 2016 to 71.9 in 2017

2) Increased Categorical Growth Percentage in Reading & Math from 64.6 in 2016 to 65.6 in 2017

- School Data Growth Areas

1) Student Growth Percentage in Math 59.2

2) Reading and Math Combined Student Growth Percentage 65.6

3) Reading Categorical Growth 61.7

Strategies to Address Growth Areas

1) 5th Grade Math Club meets after school to provide specific, targeted intervention

2) Utilize Moby Max for Enrichment

3) Weekly PLCs monitor growth for all students

Transition Ready (CCR)

- School Data Strengths

1) Fifth Grade Reading Percent P/D was 83.5

2) Fifth Grade Math Percent P/D was 61.2

3) Fifth Grade Social Studies Percent P/D was 73.8

- School Data Growth Areas

Increase Percent of P/D for current 5th graders in
   1) Math 61.2
   2) Social Studies 73.8
   3) Writing 63.1

- Strategies to Address Growth Areas

1) Revised 5th Grade Schedule to provide more instructional minutes in all content areas

2) New RTI structure and process for Reading and Math

3) Weekly PLCs to specifically address student needs and monitor progress

Opportunity and Access

- School Data Strengths

1) Attendance Rate 97.7 (2nd Highest Attendance School in the State)

2) 100% of students have access to Art, Music, P.E. Library and Technology

- School Data Growth Areas

1)   Chronic Absenteeism 6.4%

Strategies to Address Growth Areas

1) Special Areas Teacher Mentor Students (Based on RBTL needs)

2) Professional Development Opportunities for Special Area Teachers

Celebrations

- 1) #2 in Attendance for the State

- 2) Overall Achievement Score 90.2

- 3) Third Grade Percent P/D #12 for Math and #13 for Reading in the State

- 4) Student Categorical Growth in Reading was 76.9

Report to the Board November 20, 2017

Fort Wright Elementary

Proficiency

- School Data Strengths

1) 82.1 Achievement score in Math

2) 85.6 Achievement score in Reading

3) 51.5% of students scored Proficient and/or Distinguished in Writing

- School Data Growth Areas

1) 13.5% of students scored Novice in Reading

2) 13.5% of students scored Novice in Math

3) 40.7% of 4th grade students scored Apprentice in Math

- *By 2019, Fort Wright Elementary School will increase the combined proficiency for all students from 62.5% in 2017 to 77% in 2019 as measured by the school report card proficiency data.*

- Strategies to Address Growth Areas

1) 1:1 with technology

2) Weekly Assessments

3) Weekly PLCs focused on individual student growth

Gap

- School Data Strengths

1) Novice reduction of free and reduced lunch status population in Math went from 14% in 2016 to 11% in 2017

2) Novice reduction of free and reduced lunch status population in Reading went from 14% in 2016 to 13% in 2017

- School Data Growth Areas

1) 42% of students in the non-duplicated gap group scored Proficient and/or Distinguished in Math

2) 49% of students in the non-duplicated gap group scored Proficient and/or Distinguished in Reading

3) 32% of students with disabilities scored novice in Reading in 2017 compared to 29% in 2016

- *By 2019, Fort Wright Elementary School will increase the combined proficiency for the non-duplicated GAP Group students from 45.9% in 2017 to 60.1% in 2019 as measured by the school report card proficiency data.*

- Strategies to Address Growth Areas

1) Special Education teachers participate in weekly PLCs

2) Collaboration session during CSIP Strategy Meetings

3) Full day kindergarten pilot

Growth

- School Data Strengths

1) 69.9% of students made typical growth in Reading

2) 66.7% of students made typical growth in Math

- School Data Growth Areas

1) 30% of students did not improve in reading

2) 37% of students did not improve in math

3) 25% of students did not improve or achieve proficient/distinguished in math

- Strategies to Address Growth Areas

1) Intentional data discussion during Weekly PLCs

2) Data tracking

3) Aligned rigorous engaging learning experiences across ALL grade levels

Transition Ready (CCR)

- **School Data Strengths**

1) 57.6% of 5th grade students scored Proficient and/or Distinguished in Social Studies

2) 66.7% of 5th grade students scored Proficient and/or Distinguished in Math

3) 61.4% of 5th grade students scored Proficient and/or Distinguished in Reading

- **School Data Growth Areas**

1) 3.5% of 5th grade students scored Novice in Social Studies

2) 8.8% of 5th grade students scored Novice in Math

3) 10.5% of 5th grade students scored Novice in Reading

- **Strategies to Address Growth Areas**

1) Weekly Assessments

2) Live Scoring

3) Wrong Answer Analysis & Re-Teaching

4) Personalized Learning

Opportunity and Access

- **School Data Strengths**

1) End of the year Average Daily Attendance for 2017 was 96.4 % from 96.3% in 2016

2) Proficient and/or Distinguished Program Review scores in Arts & Humanities, Practical Living and Career Studies, Writing, and Kindergarten Through Third Grade

3) 100% of students have weekly access to Art, Physical Education, Music, Science and Social Studies

- **School Data Growth Areas**

1) Chronic absenteeism-6.95%

2) 5% of students received behavior referrals in the 2017 school year

- **Strategies to Address Growth Areas**

1) RBTL Weekly Meetings

2) PBIS- *FALCON CULTURE*

3) Active Committees

Celebrations

- 1) Distinguished Classification for 2 years in a row

- 2) Top 12% in state for student growth percentiles in Reading

- 3) Top 15% in state for Reading Achievement

- 4) Top 19% in state for Language Mechanics Achievement

- 5) Fully Renovated School Beginning the 2018-19 School Year!

Report to the Board
November, 2017

River Ridge Elementary

Proficiency

- **School Data Strengths**

1) In reading, the rate of 5th grade students scoring proficient and distinguished increased from 63.8% in 2016 to 71.3% in 2017.

2) In math, the rate of 3rd grade students scoring proficient and distinguished increased from 46.8% in 2016 to 62.6% in 2017.

3) The rate of River Ridge students scoring Proficient/Distinguished exceeded the state average by at least 10 percentage points in the areas of Reading, Math, Social Studies, and Language Mechanics.

- **School Data Growth Areas**

1) 48% of all students scored below proficiency in writing.

2) Overall proficiency in reading is 66%

3) Overall proficiency in math is 60.9%

- *Proficiency goal- Increase percentage of combined reading and math students scoring proficient/distinguished from 64.2% in 2017 to 81% in 2019.*

- **Strategies to Address Growth Areas**

1) Frequent classroom walks during core instruction to provide feedback to improve instruction.

2) Ongoing analysis of Common Assessments and other classroom assessments to monitor progress towards standards.

3) Collaborate with all stakeholders to review and monitor progress and adjust instruction as needed.

Gap

- School Data Strengths

1) The rate of African American students performing Proficient/Distinguished in reading increased 12% from 2016 to 2017.

2) In Writing, the rate of students with disabilities scoring Proficient/Distinguished increased 17% from 2016 to 2017.

3)   In Math, the rate of Proficient/Distinguished students with disabilities in 3rd grade increased 10.4% from 2016 to 2017.

- School Data Growth Areas

1) 52% of our English Learners scored novice in reading on KPREP in 2016.

2) 66% of students with disabilities are scoring below proficiency in reading and 73% in math.

3) 53% of students in non-duplicated gap group scored below proficiency in math.

- *Gap goal- Increase the combined reading and math rate of proficient and distinguished students from 51% in 2017 to 74.6% in 2019.*

- Strategies to Address Growth Areas

1) Restructure of RTI to provide more focused intervention in deficit areas.

2) Ongoing data analysis to closely monitor student progress and adjust instruction accordingly.

3) Increasing efforts to strengthen partnerships to support our sub group populations.

Growth

- School Data Strengths

1) 94% of our 4th grade students scoring Distinguished in math met their growth goal.

2) 91% of our 4th grade students scoring Distinguished in reading met their growth goal.

3) 94% of our 5th grade students scoring Distinguished in reading met their growth goal.

- School Data Growth Areas

1) 0% of our 5th grade students scoring Novice in math met their growth goal.

2) 13% of our 5th grade students scoring Novice in reading met their growth goal.

- Strategies to Address Growth Areas

1) Implementation of skill focused interventions to address primary areas of need.

2) Weekly data collection on students receiving interventions to monitor growth.

3) Ongoing analysis of common assessment data to monitor growth toward standards.

Transition Ready (CCR)

- School Data Strengths

1) In Reading, our 5th grade rate of proficient/distinguished is in the top 15% in the state.

2) In Social Studies, our 5th grade students are in the top 15% in the state for low novice.

3) In Reading, our 5th grade students are in the top 15% in the state for low novice.

- School Data Growth Areas

1) 52% of 5th grade students are scoring Proficient/Distinguished in writing.

2) 33.3% of all 5th grade students from last year are Proficient in all areas.

3) 2.7% of 5th grade students scored Distinguished in writing.

- Strategies to Address Growth Areas

1) Continue providing differentiated core instruction in all content areas.

2) Ongoing committee work to evaluate, improve, and increase overall writing instruction.

3) Ongoing PLCs to review and analyze writing development at each level.

Opportunity and Access

- School Data Strengths

1) 100% of our students have access to Kentucky Academic Standards in Visual and Performing Arts and Health and Physical Education for at least 32 weeks of instruction.

2) Only 5% of our overall school population exhibited a behavior event in 2016-2017.

3) We have exceeded our school attendance goal of 96.78% for the first two months of this school year.

- School Data Growth Areas

1) Our current rate of chronic absenteeism is 7.8%.

2) All of our students have access to Kentucky Academic Standards in Science and Social Studies, but instruction in these areas occurs for less than 32 instructional weeks.

- Strategies to Address Growth Areas

1) Collaborate with teachers to ensure students in all grade levels are receiving high quality instruction in Science and Social Studies.

2) Continue to implement and strengthen structure for addressing chronic absenteeism.

Celebrations

- 1) River Ridge overall rate of Proficient/Distinguished students is above the state average (by at least 10 percentage points) in Reading, Math, Social Studies, and Language Mechanics.

- 2) River Ridge Elementary has maintained a Proficient status for the past 3 years.

- 3) From 2016 to 2017, we increased our overall rate of proficient and distinguished students in all tested academic areas (reading, math, social studies, writing, and language mechanics) on KPREP.

- 4) We have already begun implementation of a structured, tiered system of interventions to focus on meeting the needs of sub group populations. Initial analysis of intervention data indicates student growth in reading and math.

Report to the Board
November 17,2017

James A. Caywood

Proficiency

- **School Data Strengths**

1) In the area of writing, 62.6 % of our students were proficient and distinguished, which is a 23% increase from the 2015-16 school year. Caywoood scored 16.7% higher than the state average.

2) In the area of math, **ALL grade levels are above the state average** with our total number of P/D students being 65.3% as compared to the state average of 49.1%.

3) In the area of Math, our Non-Duplicated GAP group scored 59.1% Proficient/Distinguished as compared to 65.3% of ALL students in Math. The GAP is very close to closing in the area of Math.

- **School Data Growth Areas**
    1) The number of proficient/distinguished students in the area of Reading is 59% which is below the district average of 65.6%.
    2) The number of proficient/distinguished students in the area of Language Mechanics is 53.2% which is significantly below the district average of 64.5%

- **Proficiency goal-** Increase the number of proficient and distinguished students in the area of reading from 62.4% in 2017 to 67.8% in 2019 as stated in school report card delivery targets.

- **Strategies to Address Growth Areas**

1) Continued use of the iREADS program for all students in grades K, 1st and as an intervention for identified students in grade 2.

2) Implement weekly Friday assessments for all students in the area of reading to consistently monitor improvement on standards. Recognize students who score distinguished on school wide GRIT board. Continue implementation of Mastery Connect program in grades 3-5 in order to measure and track mastery of standards.

3) Continued leveled reading classes in grades 2-5.

Gap

- **School Data Strengths**

1) In the area of Math, Caywood's non-duplicated GAP group was 59.1% proficient and distinguished, which is 18.9 % higher than the state average.

2) In the area of Writing, Caywood's non-duplicated GAP group was 54.2% proficient and distinguished, which is 16.4% higher than the state average.

3) 0% of students with disabilities scored novice in the area of Social Studies. 50% of students with disabilities scored proficient or distinguished in Social Studies.

- **School Data Growth Areas**

1) 80% of EL students in 3rd grade scored novice or apprentice in Reading. In 4th grade, 100% of EL students scored novice or apprentice in Reading.

2) Only 25.8 % of students with disabilities scored proficient or distinguished in Reading, as compared to 59% of **ALL** students.

3) The number of EL students scoring proficient/distinguished in the area of Reading is 9.1% also below the district average of 18.8% as well as the state average of 20.6%

- *Gap goal-* Increase the number of proficient and distinguished EL students in the area of Reading from 9.1 % in 2017 to 48.3% to 2019.

- **Strategies to Address Growth Areas**

1) Hired Title One Assistant to work with students and families of spanish speaking families.

2) School-Wide Focus on Vocabulary Practice- use of lanyards with 10 words per week (Grades 1-5)

3) Special Education Team will meet biweekly to review individual student progress and discuss instructional strategies.

Growth

- School Data Strengths

1) 73.4% of ALL students made typical growth in the area of math!

2) The percentage of students scoring proficient or distinguished in the area of writing increased by 23.7% from 38.9% in 2015-16 to 62.6% in 2016-17.

3) The percentage of students scoring proficient or distinguished in are area of reading increased by 5.4% from 53.6% in 2015-16 to 59% in 2016-17.

- School Data Growth Areas

1) 61.7% of students made typical growth in the area of reading, which is below the district average of 66.8%.

2) Only 15.3 % of novice 4th graders made growth in Math.

3) 0% of novice 5th grade made growth in Math

- Strategies to Address Growth Areas

1) During one PLC time a month, teachers will have the opportunity to observe others in different grade levels to see best practices in reading instruction.

2) Weekly Friday Assessments at all grade levels in the area of reading to determine mastery of standards for each week.

3) Weekly goal setting for individual students and recognition of distinguished students on GRIT board for mastery of standards on Friday Assessments.

Transition Ready (CCR)

- School Data Strengths (Transition to 5th Grade)
  1) 69.2% of 5th grade students scored proficient or distinguished in Math. The non-duplicated Math GAP group is 69.5%.
  2) 62.6% of 5th grade students scored proficient or distinguished in Writing. This is an increase of 23 % from the 2015-16 school year and is above the state average of 45.9%

- School Data Growth Areas
  1) 62.6% of 5th grade students scored proficient or distinguished in Reading.
  2) 62.6% of 5th grade students scored proficient or distinguished in Social Studies

  3) 46.2% of 5th grade hispanic students scored proficient or distinguished in Reading.

- Strategies to Address Growth Areas
  1) In the area of reading, 5th grade teachers are placing intentional focus on vocabulary/sight words to address deficits in vocabulary with hispanic population as well as ALL students.
  2) Students who participate in the Read 180 and System 44 programs will now also receive an additional 30 minutes per day of RTI instruction with grade level standards and text in order to increase exposure to common core standards that are not covered in these programs.
  3) Friday Assessments and Mastery Connect will be utilized each week to increase formative assessments in reading and ensure progress monitoring standard by standard for each student. Data will be analyzed weekly by 5th grade teachers and administration during PLC or grade level team meetings.

Opportunity and Access

- **School Data Strengths**

1) 100% of Caywood students attend music, art, physical education, technology and library science classes weekly.

2) Our 2016-17 daily average attendance was 96.5 % which is above the current district wide goal of 96.25%.

3) Our 2016-17 behavior data indicates that 93% of our students had 1 or less office referrals.

- **School Data Growth Areas**

1) In 2016-17, Caywood's Chronic absenteeism was 6.57%

2) In 2016-17, 41% of our office referrals were bus disturbances

3) In 2016-17, our school had 0.6% incidents of restraint and seclusion

- **Strategies to Address Growth Areas**

1) With the support of our district RBTL consultant, we are meeting each Wednesday to address students who are chronically absent by scheduling family meetings, doing home visits with our school resource officer and working with the Cabinet of Family and Children's Services to prevent/stop chronic absences.

2) Continue to hold a yearly meeting for our bus drivers to go over our PBIS expectations, share with them our bus incentive program that we have in place to reward good bus behavior and regularly review bus rules and expectations with our students.

3) We continue to offer professional development to help teachers with de escalation strategies, such as *Calm Classroom* and PLC's related to implementation of Behavior Charts with Fidelity, and Implementation of Resources and Strategies from Intervention Central.

Celebrations

- 1) In the area of writing 62.6 % of our students were proficient and distinguished which is above the state average.

- 2) We had an increase of 23.7 % in those scoring P/D in writing from 2015-16 to 2016-17.

- 3) In the area of Math, 3rd, 4th, and 5th grades all scored above both the State average on KPREP. 3rd - 65% P/D, 4th - 62.4% P/D, 5th - 69.2% P/D.

- 4) We met our Mission. We are Distinguished!

Report to the Board November 20, 2017

Piner Elementary

A KCSD School of Distinction

Proficiency

- School Data Strengths

1) Overall Achievement rose from 80.6 in 2016 to 87.2 in 2017
2) Achievement - above state average in reading, writing, and math
3) Math-% Proficient/Distinguished (P/D) rose from 59.5 in 2016 to 61.8 in 2017

School Data Growth Areas
1) Writing-4.7% below district average of P/D
2) Reading-15.2% of all students scored Novice (N)
3) Language Mechanics-students scoring N increased from 8.8% (2016) to 19.1% (2017)

- *Proficiency goal- Increase the percentage of combined reading and math NAPD from 73.1 in 2017 to 77.6 in 2019 as measured by the school report card.*

Strategies to Address Growth Areas
1) Weekly assessments in reading and math with analysis, reteaching plans to ensure all students master standards
2) Maximizing all available staff for RTI
3) Focus on Growth Mindset and Meaningful Engagement school wide (Book study, Growth Mindset toolkit)

Gap

- School Data Strengths

1) Social Studies Gap-% P/D rose from 39.4% (2016) to 76.7% (2017)

2) Math Gap-% P/D rose from 53.1% (2016) to 56% (2017)

3) Gap % of P/D in all subjects-higher than state average

School Data Growth Areas

1) Reading Gap score decreased from 58.5% P/D (2016) to 54.8% P/D (2017)

2) Writing Gap score decreased from 54.5%P/D (2016) to 51.2% P/D (2017)

3) Language Mechanics Gap score decreased from 56.8% P/D (2016) to 50% P/D (2017)

- *Gap goal- Increase the percentage of combined reading and math NAPD from 65.8 in 2017 to 71.5 in 2019 as measured by the school report card.*

Strategies to Address Growth Areas

1) Weekly Assessments in reading and math with analysis and reteaching plans to ensure all students master standards

2) "Watch list" of students in Gap with close monitoring of assessment, progress, and IEP data in PLCs and RTI meetings. Plans developed for reteaching, RTI strategies, and remediation

3) Increased use of student engagement strategies and growth mindset approach in every classroom-focus of instructional walks and coaching

Growth

- School Data Strengths

1) Reading percentile growth increased from 61.1% (2016) to 68.5% (2017)

2) Math percentile growth increased from 73.5% (2016) to 75.4% (2017)

3) Reading, math, and combined percentile growth higher than state averages

- School Data Growth Areas

1) Overall categorical growth decreased from 70 (2016) to 69.6 (2017)

2) Reading categorical growth decreased from 71.7 (2016) to 70 (2017)

3) Overall growth score (70.8) higher than 2016 (68.7) but lower than 2015 (71.9)

- Strategies to Address Growth Areas

1) Differentiated lessons in reading and math in all grade levels to grow all students

2) List of "Bubble Kids" (1 or 2 pts. away from next performance level) developed; closely monitor progress and provide enrichment/remediation/additional practice

3) Increased use of student engagement strategies and growth mindset approach in every classroom-focus of instructional walks and coaching

Transition Ready (CCR)

- School Data Strengths
1. 85.7% P/D Social Studies
2) 71.7% P/D 5th grade Math
3) 67.7% P/D 5th grade Reading
- School Data Growth Areas
1) 66.6% P/D Language Mechanics
2) 61.8% P/D Writing
- Strategies to Address Growth Areas
1) Conduct school wide vertical alignment for On Demand Writing progression
2) Monitor school wide writing plan in each classroom, ensuring that writing skills are being taught with fidelity
3) Standardize the use of writing vocabulary, graphic organizers, and writing processes across grade levels
4) Revitalize the Principal's Prompt program, a monthly school wide on demand writing prompt program

Opportunity and Access

- School Data Strengths
1) 96.5% average attendance rate, higher than state average
2) 100% of K-5 students receive class weekly in Art, Music, Library, and Health/PE
3) 1.5 to 1 ratio of students to internet connected computers

School Data Growth Areas
1) Chronic Absentee rate was 7.5% in May 2017 –Goal for 2017/18 is 5%
2) 15.6% of students K-5 received office discipline referrals

- Strategies to Address Growth Areas
1) Detailed attendance incentive plan
2) Close monitoring and follow up on all student absences
3) Close collaboration with FRC and RBTL personnel to work with families to remove   barriers
4) Continue school wide PBIS program, focusing on areas in which students receive most referrals; implement Tier II and III interventions through PBIS Committee, Counselor, Therapist, and special education instructors

Celebrations

- 1) 3rd year in a row scoring Distinguished

- 2) 2nd year as a School of Distinction

- 3) 100 NAPD score for Social Studies-1st in state