

Report to the Board
November, 2017

Summit View Academy





Proficiency

- School Data Strengths

- 1) 5th Grade Writing – 61.1% of the students scored Proficient/Distinguished; the number of students scoring Proficient increased by 14%.
- 2) 8th Grade Writing – 52.1% of the students scored Proficient/Distinguished; the number of students scoring Distinguished increased by 10.9%.
- 3) 5th Grade Reading – 65.4% of the students scored Proficient/Distinguished; the numbers of students scoring Proficient/Distinguished increased by 4.2%

- School Data Growth Areas

- 1) 3rd – 5th Math – 44.1% of the students scored Proficient/Distinguished; this is a decrease of 9.3% from the previous year.
- 2) 3rd – 5th Reading – 61.6% of the students scored Proficient/Distinguished; this is a decrease of 4.7% from the previous year.
- 3) 6th – 8th Math – 45.9% of the students scored Proficient/Distinguished; this is a decrease of 4.8% from the previous year.

- *Proficiency Goal: Grades 3-5 will increase the percentage of students scoring Proficient/Distinguished from 53.7% to 67.9% as measured by 2018 state assessment scores.*
- *Proficiency Goal: Grades 6-8 will increase the percentage of students scoring Proficient/Distinguished from 52.2% to 63% as measured by 2018 state assessment scores.*

- Strategies to Address Growth Areas

- 1) Formative & Summative Assessments/Student Data Tool – with consultant assistance, teachers are creating mid-point (formative) and summative assessments that are aligned to the standards. The assessments are quality controlled by leadership team and consultants. The teachers then analyze the assessments using their individual data tool. Once assessments are analyzed, teachers will determine what interventions and/or extensions need to happen for students to show mastery and grow.
- 2) Professional Practices Rubric (PPR) Quality Feedback – the leadership team created an electronic PPR walk form that will allow for two-way communication after informal walks. Teachers will receive quality feedback a minimum of one time per month.
- 3) Book Study – all teachers are reading “What Great Teachers Do Differently – 17 Things That Matter Most” and participating in activities related to the reading.



Gap

- School Data Strengths

- 1) 3rd – 5th Grade Reading – 36.1% of non-duplicated gap students scored Proficient; this is a 2.2% increase from the previous year.
- 2) 5th Grade Writing – 40.3% of non-duplicated gap students scored Proficient; this is a 12.7% increase from the previous year.
8th Grade Writing – 40% of non-duplicated gap students scored Proficient/Distinguished; this is a 6.7% increase with Distinguished from the previous year.
- 3) 8th Grade Social Studies – 55.3% of non-duplicated gap students scored Proficient/Distinguished; this is a 6.7% increase with Distinguished from the previous year.

- School Data Growth Areas

- 1) 3rd – 5th Grade Math – 55.7% of non-duplicated gap students scored below Proficiency.
 - 2) 6th – 8th Grade Math – 69% of non-duplicated gap students scored below Proficiency.
 - 3) 3rd – 5th Grade Math – for the past two years we have seen an increase in the number of students in the non-duplicated gap group scoring novice.
- *Gap Goal: Students in the non-duplicated gap group in grades 3-5 will increase the percentage of students scoring Proficient/Distinguished by 38.2% to 51.9% as measured by 2018 state assessment scores.*
 - *Gap Goal: Students in the non-duplicated gap group in grades 6-8 will increase the percentage of students scoring Proficient/Distinguished from 39.7% to 53.4% as measured by 2018 state assessment scores.*

- Strategies to Address Growth Areas

- 1) Failure is Not an Option Policy – policy creates a structure and support for students not mastering standards. Students have multiple opportunities to receive additional support from staff members. Student progress is monitored weekly and communicated to students and their families.
- 2) Response to Intervention/Specially Designed Instruction (SDI)/Core Instruction for all students.
- 3) Formative & Summative Assessments/Student Data Tool – with consultant assistance, teachers are creating mid-point (formative) and summative assessments that are aligned to the standards. The assessments are quality controlled by leadership team and consultants. The teachers then analyze the assessments using their individual data tool. Once assessments are analyzed, teachers will determine what interventions and/or extensions need to happen for students to show mastery and grow.

Growth

- School Data Strengths

- 1) 3rd – 5th Grade Reading – 63.2% of the students demonstrated growth; this is an increase of 10.8% from the previous year.
- 2) 6th – 8th Grade All Areas – the number of students scoring novice decreased in all assessed areas.
- 3) 6th – 8th Math – 63% of the students demonstrated growth; this is an increase of 3.5% from the previous year.

- School Data Growth Areas

- 1) 3rd – 5th Grade Math and Reading – received 0 points for Novice Reduction.
- 2) 3rd – 5th Grade Math and Reading – 60.2% of the students made categorical growth; this is a decrease of 5.8% from the previous year.
- 3) 6th – 8th Grade Math and Reading – 58.3% of students made categorical growth; this is a decrease of .7% from the previous year.

- Strategies to Address Growth Areas

- 1) PLC Meetings – all meetings are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies/interventions are discussed to ensure students are improving.
- 2) Consultant Support – in collaboration with the leadership team, the consultants assist with student data analysis with teachers. The consultants and leadership team also participate in informal PPR walks monthly to assist with monitoring instruction and providing quality feedback. The consultants and leadership team will then work individually with grade levels or individual teachers as needed.
- 3) Formative & Summative Assessments/Student Data Tool – with consultant assistance, teachers are creating mid-point (formative) and summative assessments that are aligned to the standards. The assessments are quality controlled by leadership team and consultants. The teachers then analyze the assessments using their individual data tool. Once assessments are analyzed, teachers will determine what interventions and/or extensions need to happen for students to show mastery and grow.

Transition Ready (CCR)

- School Data Strengths

- 1) Writing: 60.58% of 5th grade students scored Proficient/Distinguished; 51.95% of 8th grade students scored Proficient/Distinguished.
- 2) 5th Grade Reading – 64.96% of students scored Proficient/Distinguished.
- 3) 8th Grade Reading – 62.23% of students scored Proficient/Distinguished.

School Data Growth Areas

- 1) 5th Grade Math – only 47.45% of students scored Proficient/Distinguished.
- 2) 8th Grade Math – only 56.65% of students scored Proficient/Distinguished.
- 3) When all assessed areas are combined, 35.04% of 5th graders are transition ready and 31.33% of 8th graders are transition ready. Both are below district average.

Strategies to Address Growth Areas

- 1) Bootcamp Parent & Student Sessions – at grades 4 and 6, students and parents will participate in an informational hands-on session in the evening that focuses on key areas to be successful in both grades.
- 2) Creating school-wide writing expectations and continuum from K-8.
- 3) Creating mid-point and formative math assessments that are aligned to the standards and reviewed by consultants. Students assessment scores are reviewed and analyzed.



Opportunity and Access

- School Data Strengths

- 1) Whole Child Rich Curriculum – 100% of SVA students are enrolled and have access to KY Academic Standards-based courses.
- 2) Whole Child Supports – 100% of the teachers have specialized certifications for the areas they are teaching (Visual Arts, Physical Education, Music, etc.).
- 3) Whole Child Supports – SVA has a full time nurse and media specialist that support students in a variety of ways.

- School Data Growth Areas

- 1) School Quality – “chronically absent” – Grades 3-5: 7.17% and Grades 6-8: 7.51%
- 2) Equitable Access – Primary Talent Pool (grades K-3) and Gifted and Talented (grade 4 & 5); there is not an equal amount of students who are identified as Primary Talent Pool/Gifted and Talented that are identified as free/reduced lunch.
- 3) Whole Child Supports – The ideal ratio for school-based mental health and counseling services is 250 students to 1 person; SVA currently has 3 counselors for 1500 students.

- Strategies to Address Growth Areas

- 1) Mentorship Program – we currently have identified 103 students who are in need of an adult mentor. All staff and adults are encouraged to participate. The mentor list will be reviewed at weekly leadership meetings.
- 2) Attendance Plan Incentives/Chronic Absenteeism – students who attend school will be recognized monthly, quarterly and yearly for perfect attendance. All students identified as having chronic absenteeism will be given an adult mentor; the adult mentor will set reasonable goals for the student for coming to school. Supports and incentives will be in place for these students to ensure they are coming to school.
- 3) Mental Health Support – the school will partner with outside therapists and organizations to provide additional support to students during the school day. The Brighton Center and SVA’s counselors will work together to create a leadership group for a targeted group of students.

Celebrations

- 1) Grades 6-8 identified as PROFICIENT!!
- 2) STEAM – increased the amount of technology in the building, Grant for Girls Rocket Camp, Renovation of K-5 STEAM Lab, Genius Hour/Project Based Learning
- 3) Novice Reduction for all content areas for Grades 6-8!!
- 4) ROYAL Habits/Murals/Culture Building



Report to the Board November, 2017

Woodland Middle School

Proficiency

- **School Data Strengths**

- 1) 8th grade Reading: 55.4% of the students scored Proficient/Distinguished; the percent of students scoring Proficient and Distinguished increased by 8.5%.
- 2) 8th grade Math: 49.5% of the students scored Proficient/Distinguished; the percent of students scoring Proficient and Distinguished increased by 7.5%
- 3) Non duplicated gap students Reading: 42.3% of the students scored Proficient/Distinguished; the percent of students scoring Proficient and Distinguished increased by 1.5%

- **School Data Growth Areas**

- 1) The percentage of all students scoring Proficient and Distinguished on KPREP Math decreased from 50.7% in 2016 to 49.1% in 2017.
- 2) The percentage of 7th grade students scoring Proficient and Distinguished on KPREP Math decreased from 53.1% in 2016 to 42.7% in 2017.
- 3) The percentage of all students scoring proficient and distinguished on KPREP Reading increased from 55.2% in 2016 to 56% in 2017. This is 4% below the district average and .9% below the state average.

Proficiency goal- Increase Math Proficiency for all students from 49.1% in 2017 to 68% in 2018. Increase Reading Proficiency for all students from 56% in 2017 to 72.8% in 2018.

- **Strategies to Address Growth Areas**

- 1) Students not reaching proficiency on formative and summative assessments in Math and Reading are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administration have created a student data tool to track students not reaching proficiency.
- 2) PLC Meetings – Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies/interventions are discussed to ensure students are improving.
- 3) Professional Practices Rubric (PPR): The admin team has created a data tool that captures the quality feedback that is being given to teachers. All teachers will receive quality feedback at a minimum of one time per month.

Gap

- **School Data Strengths**

- 1) The percent of non duplicated gap students scoring Proficient and Distinguished on KPREP Writing increased from 24.8% in 2016 to 26.2% in 2017
- 2) The percent of non duplicated gap students scoring Proficient and Distinguished on KPREP Social Studies increased from 35.4% in 2016 to 45.1% in 2017
- 3) The percent of students with a disability scoring proficient and distinguished on KPREP Math increased from 11.2% in 2016 to 14.6% in 2017

- **School Data Growth Areas**

- 1) The percentage of non duplicated gap students scoring proficient and distinguished on KPREP Reading increased from 40.8% in 2016 to 42.3% in 2017. That is 2.9% below the district average and 4.2% below the state average.
- 2) The percentage of non duplicated gap students scoring proficient and distinguished on KPREP Math decreased from 34.5% in 2016 to 34% in 2017.

Gap goal- Increase the percent Proficient and Distinguished in Reading for non duplicated gap group students from 42.3% in 2017 to 65.5% in 2018. Increase the percent Proficient and Distinguished in Math for non duplicated gap group students from 34% in 2017 to 58.8% in 2018.

- **Strategies to Address Growth Areas**

- 1) RTI in addition to core instruction in Reading for the non duplicated gap group students who are consistently scoring below grade level on formative and summative assessments.
- 2) RTI in addition to core instruction in Math for the non duplicated gap group students who are consistently scoring below grade level on formative and summative assessments.
- 3) Students not reaching proficiency on formative and summative assessments in Math and Reading are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administration have created a student data tool to track students not reaching proficiency. In weekly PLCs teachers are identifying these students and are developing a plan of action for the identified students.

Growth

- School Data Strengths

- 1) Reading - 58% of all students demonstrated growth; this is an increase of .7 from the previous year.
- 2) Categorical Growth in Reading increased from 60.7% in 2016 to 61.2% in 2017.

- School Data Growth Areas

- 1) Student Growth percentage in Math decreased from 66.1% in 2016 to 59.2% in 2017.
- 2) Student Growth percentage in combined Reading and Math decreased from 61.8% in 2016 to 58.6% in 2017.
- 3) Categorical Growth in Math decreased from 57.4% in 2016 to 54.6% in 2017.

- Strategies to Address Growth Areas

- 1) Teachers are creating standards based formative and summative assessments. Students not reaching proficiency on the formative and summative assessments in Math and Reading are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administration have created a student data tool to track students not reaching proficiency.
- 2) PLC Meetings – Weekly meetings that are focused on student achievement and instructional strategies. Student specific data is reviewed and instructional strategies/interventions are discussed to ensure students are improving.
- 3) RTI in addition to core instruction for students who are not meeting proficiency on formative and summative assessments.

Transition Ready (CCR)

- School Data Strengths

- 1) 8th Grade Reading: 55.4% of 8th grade students scored Proficient/Distinguished.
- 2) 8th Grade Social Studies – 59% of students scored Proficient/Distinguished.

School Data Growth Areas

- 1) 8th Grade Writing – only 38.7% of students scored Proficient/Distinguished.
- 2) 8th Grade Math – only 49.5% of students scored Proficient/Distinguished.
- 3) When all assessed areas are combined 26.72% of 8th graders are transition ready.

Strategies to Address Growth Areas

- 1) Reinforcing our WMS writing expectations and writing non-negotiables for all students in all content areas. Teachers will analyze student on-demand writing monthly at PLCs and students not reaching proficiency will receive additional instruction and remediation in writing.
- 2) Teachers are creating standards based formative and summative assessments. Students not reaching proficiency on the formative and summative assessments in Math and are being identified and re-teaching of the standard is occurring. Teachers with help from consultants and administration have created a student data tool to track students not reaching proficiency.

Opportunity and Access

- School Data Strengths

- 1) Whole Child Rich Curriculum – 100% of WMS students are enrolled and have access to KY standards based courses.
- 2) Whole Child Supports – 100% of the teachers have specialized certifications for the areas they are teaching (Visual Arts, Physical Education, Music, etc...).
- 3) Whole Child Supports – WMS has a full time FRYSC who supports students and families in a variety of ways.

School Data Growth Areas

- 1) School Quality – “chronically absent” – all grades, 13.27%
- 2) Whole Child Supports – The ideal ratio for school-based mental health and counseling services is 250 students to 1 person; WMS currently has 2 counselors for 717 students.

Strategies to Address Growth Areas

- 1) Recognition at the end of each trimester for students who have perfect attendance. Students will receive a certificate and be recognized for this accomplishment in the school newsletter. Weekly RBTL meeting to identify students with attendance concerns and provide supports (check in/Check out mentoring program, Why Try social skills curriculum, etc...) for students who are chronically absent.
- 2) Mental Health Support – the school will partner with a North Key outside therapist to provide support to the students during the school day. Students who need this support will be identified at weekly grade level PLCs, and weekly RBTL meetings. Progress checks on these students will occur at weekly grade level PLCs and monthly student service meetings with school counselors, FRYSC and North Key therapist.

Celebrations

- 1) In the area of Social Studies: non duplicated gap students overall percent of Proficient and Distinguished increased by 9.7% from 2016 to 2017.
- 2) In the area of Writing, 15.8% of all students scored Distinguished. We saw 6.7% increase of all students scoring Distinguished in Writing from 2016 to 2017.
- 3) In the area of Writing, 10.4% of non-duplicated gap students scored Distinguished in Writing. We saw a 6.9% increase among non-duplicated gap students scoring Distinguished in Writing from 2016 to 2017.
- 4) In the area of Reading, 9.3% of non-duplicated gap students scored Distinguished in Reading. We saw a 1.4% increase among non-duplicated gap students scoring Distinguished in Reading from 2016 to 2017.



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Twenhofel Middle School

Proficiency

- School Data Strengths

- 1.) Math Proficient & Distinguished Score, 62.3% which is a 2.2% increase of the previous year (state was 47.0%)
- 2.) Reading Proficient & Distinguished, 61.8% which is a 1.3% increase of the previous year (state was 56.9%)
- 2.) Math/Reading Combined Proficient & Distinguished 62.1% which is a 1.8% increase of the previous year (state was 52.0%)

School Data Growth Areas

- 1.) 8th grade Reading was 59.8% of students scoring Proficient & Distinguished; this is a decrease of 1.0% from the previous year
- 2.) 6th grade Math was a 57.8% of students scoring Proficient & Distinguished; this is a decrease of 6.8% from the previous year
- 3.) 8th grade Writing was a 51.8% of students scoring Proficient & Distinguished; this is a decrease of 3.8% from the previous year

- *Proficiency goal- Collaborate to increase Math/Reading Combined Proficient & Distinguished from 62.1 to 73.5*

- Strategies to Address Growth Areas

- 1.) RTI structured to address high/middle/low needs/Grade Level PLC's/Monthly Data meetings with consultants
- 2.) In math & reading students scheduled according to data points
- 3.) M180-students are assigned according to data points and according to their respective needs

Gap

- School Data Strengths

- 1.) Math Free & Reduced score Proficient & Distinguished 50.5%; this is a 4.4% increase from the previous year
- 2.) Math Students with Disabilities score Proficient & Distinguished was 18.9%; this is a 8.8% increase from the previous year
- 3.) Combined Reading and Math Non-Duplicated GAP group scored a 56.2%; this is a 6.3% increase from the previous year

- School Data Growth Areas

- 1.) Reading 54.3% of our Non-Duplicated Gap Group students scored below Proficiency
- 2.) Math 52.2% of our Non-Duplicated Gap Group students scored below Proficiency
- 3.) Combined Reading & Math 43.8% of our Non-Duplicated Gap Group scored below Proficiency

Gap goal- Collaborate to increase Math/Reading Combined Proficient & Distinguished from 56.2 to 62.4

- Strategies to Address Growth Areas

- 1.) Grade level PLC's/Special Ed PLC's focus on students and needs of individual students
- 2.) Adopt-A-Bred- specific GAP students identified/G.A.P Program
- 3.) Data Analysis to focus on Gap groups and develop plans to move students

Growth

- School Data Strengths

- 1.) 6th through 8th grade Reading 62.7% of the students demonstrated growth
- 2.) 6th through 8th grade Math 68.5% of the students demonstrated growth
- 3.) Math Categorical Growth 66.3%, this is a 2.2% increase from the previous year

School Data Growth Areas

- 1.) Reading 6th grade students 16.8% scored Novice
- 2.) Math & Reading- 66.4% of students made Categorical Growth; this is only 1.5% increase from previous year
- 3.) 7th grade Math 13.3% scored Novice

- Strategies to Address Growth Areas

- 1.) RTI structured to address high performing students/ Grade level PLC's/Special Ed PLC's focus on students and needs of individual students
- 2.) Math boot camp with consultants to address specific Math Deficiencies
- 3.) Reading boot camp with consultants to address specific Reading Deficiencies

Transition Ready (CCR)

- School Data Strengths

- 1.) 8th grade Math 70.7% of students scored Proficient & Distinguished
- 2.) 8th grade Social Studies 62.7% of students scored Proficient & Distinguished
- 3.) 8th grade Math only 7.6% of students scored Novice in math

- School Data Growth Areas

- 1.) 8th grade Writing 48.2% of our students did not reach Proficiency
- 2.) 8th grade Reading 59.8% of our students scored Proficient or Distinguished
- 3.) 8th grade Reading Non-Duplicated Gap 23.6% of students scored Novice

- Strategies to Address Growth Areas

- 1.) Adopt-A-Bread program expanded to increase from just GAP to include Novice in Reading & Math
- 2.) Math Boot Camp with Consultant to improve deficiencies in defined math areas
- 3.) Continue implementation of school wide Reading (TMS), Writing (TECC`3), & Math (RISE`2)

Opportunity and Access

- School Data Strengths

- 1.) Whole Child Rich Curriculum – 100% of TMS students have access to Kentucky Academic Standards based courses
- 2.) Whole Child Supports- 100% of TMS teachers have specific certifications in the elective areas that they teach
- 3.) Whole Child Supports- Family Resource/YSC Coordinator is accessible to all of TMS's students and families, but on the average services about 11-25% specifically based on needs

- School Data Growth Areas

- 1.) TMS's overall attendance rate is 96.1%
- 2.) Twenhofel Middle is striving to ensure more parental involvement
- 3.) Chronic Absence rate is 8.8%

- Strategies to Address Growth Areas

- 1.) G.A.P- Great Academic Performers program to celebrate students that are identified as GAP on a monthly basis
- 2.) RBTL attendance plan is to be implemented as an additional support to increase attendance rate
- 3.) FRYSC Coordinator is attending grade level PLC's/Meetings to discuss specific students and address any student specific needs

Celebrations

- 1.) Two years in a row: Distinguished
- 2.) For the 2016 – 2017 year, School of Distinction
- 3.) Math GAP Free & Reduced – 50.5% compared to the State at 39.9%
- 4.) Reading GAP Free & Reduced – 49.1% compared to State 46.6%
trend data students with Disabilities increased 6.8% from previous year

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TURKEY FOOT MIDDLE SCHOOL



Proficiency



- School Data Strengths

- 1) 62.8% of all students scored proficient/distinguished on KPREP in Reading compared to the state average of 56.9%
- 2) 44.4% of our African American students scored proficient/distinguished in math compared to the state average of 23.7%
- 3) 56.5% of our students scored proficient/distinguished on KPREP in Math compared to the state average of 47.0%
- 4) We saw an overall 4.9% reduction of novice students on KPREP in reading

- School Data Growth Areas

- 1) Reading- 13.8% Novice for whole school and 23.2% for non-duplicated GAP students in 2016-17 (N/A 37.2% AS v. 54% NDG).
- 2) Math- 11.7% Novice for whole school and 19.5% for non-duplicated GAP students in 2016-17 (N/A 43.5% AS v. 61.6% NDG).
- 3) Writing- 13.7% Novice for whole school and 23.3% for non-duplicated GAP students in 2016-17 (N/A 54.5% AS v. 72.7% NDG).
- *Proficiency goal*- Collaborate to increase the combined percentage of reading and math proficiency for all students from 60.1% to 74.0% as measured by delivery targets of the school report card.
- Strategies to Address Growth Areas
 - 1) Response to Intervention classes structured to improve Tier II interventions and create procedures to implement them to fidelity.
 - 2) Formative & Summative Assessments/Student Data Tool have been created in collaboration with teachers, consultants and the school leadership team. Mid-point (formative) and summative assessments are aligned to the standards. Teachers and leadership team analyze the assessments using the individual data tool, then during PLCs data is shared and assessments are re-evaluated for quality control.
 - 3) Develop strategies and procedures to implement or improve current reading and math interventions (READ 180, System 44 and MATH 180) with fidelity while we ensure all students receive quality instruction in all core classes.



Gap

- **School Data Strengths**
 - 1) Math- 44.4% of our African American population earned a proficient/distinguished rating on KPREP in 2016-2017 compared to the state average of 23.7%.
 - 2) In reading our African American population was at 50% proficient/distinguished while the state average was 32.6 and the Hispanic population came in at 52% P/D compared to 45.5% for the state population.
- **School Data Growth Areas**
 - 1) Math- 84.9% of Students with Disabilities scored below proficiency on KPREP Math compared to 43.5 % non-gap group
 - 2) Writing- 72.7% of non-duplicated gap students scored below proficiency, (10.3% increase from previous year)
 - 3) 54.0% of students in non-duplicated gap group scored below proficiency on KPREP Reading compared to 37.2 % of the school as a whole.
 - 4) 84.9% of Students with Disabilities scored below proficiency on KPREP Reading compared to 37.2% non-gap group students and 54.0% when compared to the non-duplicated gap group as a whole.
- **Gap goal-** collaborate to increase proficiency in math and reading for all non-duplicated GAP students to 62.5% compared to the current 42.2% as measured by delivery target of school report card.
- **Strategies to Address Growth Areas**
 - 1) Review and reconfigure our current Response to Intervention classes to identify gaps in student performance enhancing Tier II interventions for all students.
 - 2) Response to Intervention/Specially Designed Instruction/Quality Core Instruction for all students.
 - 3) Implementation of monthly grade level meetings to discuss student academic and behavior concerns at the grade level and to form intervention strategies at the classroom level as well as the school level.

Growth

- School Data Strengths

- 1) Reading- P/D 62.8% up from 61.7% (NDG 46.0% up from 43.4%)
- 2) Math- P/D 56.5% up from 56.0% (NDG 38.3% up from 35.8%)

- School Data Growth Areas

- 1) Writing proficiency decreased from 55.5% proficiency in 2015-2016 to 45.5% in 2016-2017
- 2) Combined reading and math proficiency was 60.1% which was 6.9% below our delivery target for 2016-2017 and 13.9% below our delivery target of 74.0% for the 2017-2018 school year

- Strategies to Address Growth Areas

- 1) Review and reconfigure our current Response to Intervention classes to identify gaps in student performance enhancing Tier II interventions for all students
- 2) Identification and proper placement of students in advanced classes or Rtl classes to ensure growth of all students.
- 3) Explore additional high school credit opportunities for qualifying students.
- 4) Development and implementation of a school wide writing strategy to formalize the writing process across content and grade level.

Transition Ready (CCR)

- School Data Strengths

- 1) Social Studies- 64.4% D/P (all students)
- 2) Reading- 62.8 % D/P (all students)
- 3) Writing- 61.2% D/P (Females)

- School Data Growth Areas

- 1) Writing- 72.7% N/A (non-duplicated gap students)
- 2) Reading- 54% N/A (non-duplicated gap students)
- 3) *Math*- 61.6% N/A (non-duplicated gap students)
- 4) When all assessed areas are combined 33.16% of all 8th graders are transition ready which is slightly above the district average

- Strategies to Address Growth Areas

- 1) Development and implementation of a school wide writing strategy to formalize the writing process across content and grade level.
- 2) Implementation of monthly grade level meetings to discuss student academic and behavior concerns at the grade level and to form intervention strategies at the classroom level as well as the school level.
- 3) Review and reconfigure our current Response to Intervention classes to identify gaps in student performance enhancing Tier II interventions for all students.

Opportunity and Access

- School Data Strengths
 - 1) Offer Spanish, Geometry and Algebra classes for high school credit
 - 2) 100% of all students are enrolled in Kentucky Academic Standards based visual and performing arts, health and PE, science and social studies classes at least 32 weeks of the year.
- School Data Growth Areas
 - 1) Student overall attendance (95.65% in 2016-2017)
 - 2) Discipline issues in 2016-2017 involved 250 students in 882 incidents. These numbers do not include bus referrals or attendance letters. Suspensions resulted in the loss of 603 instructional days an increase of 154 days compared to the previous year.
- Strategies to Address Growth Areas
 - 1) Improve implementation of Tier I -PBIS strategies
 - 2) Implementation of Tier II support services
 - Enhancement of RBTL
 - Increase the classroom teacher parent contact
 - Development of counseling groups including leadership, grief, self esteem, academic anxiety and social skills
 - 3) Job embedded and on-going Professional Development in areas of classroom management and strategies to deal with the middle school student

Celebrations

- 1) Based on current state accountability system school was named a Distinguished School for the 2016-2017 school.
- 2) Social Studies remains strong with a 64.4% of our students earning a proficient or distinguished rating.
- 3) Saw a 7% novice reduction and 13.1% improvement in P/D for students with disabilities in reading.

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Dixie Heights High School



Proficiency

- School Data Strengths

- 1) The number of students who reached math proficiency increased from 38.6% to 42%
- 2) The number of students who scored distinguished increased on Eng II from 19% to 22%
- 3) The number of students who scored distinguished increased on Alg II from 10.3% to 12.7%

School Data Growth Areas

- 1) The number of students who reached reading proficiency decreased from 61% to 55.7%
- 2) The number of students who reached writing proficiency decreased from 53.1% to 51.8%
- 3) The number of students who reached science proficiency decreased from 48.9% to 46.8%

Proficiency goal- Increase the average combined reading/ math proficiency from 48.9% to 70.5% by 10/02/2018 as measured by the Kentucky SRC.

Strategies to Address Growth Areas

- 1) Continue to provide high quality tier 1 instruction.
- 2) Review current courses & match to Next Gen standards and offer only science classes that use Next Gen standards
- 3) Eng dept will review writing samples, identify skills that students lack, & discuss next steps on a weekly basis
- 4) Add 3rd tri of Eng for all students below benchmark to provide additional support to students who lack these benchmark skills

Gap

- School Data Strengths

- 1) Above state average with Hispanic students who scored proficient/distinguished in math (DX- 30.8%; State- 29.5%)
- 2) Above state average on Hispanic students who scored proficient/distinguished in reading (DX- 45.5%; State- 42.6%)
- 3) Above state average on students with an IEP who scored proficient/distinguished in reading (DX- 20.5%; State- 16.2%)

- School Data Growth Areas

- 1) Below state average with Asian students who scored proficient/distinguished in reading (DX- 36.4%; State- 60.8%)
- 2) Below state average with African American students who scored proficient/distinguished in math (DX- 12.5%; State- 17.9)
- 3) Below state average with students with disabilities who scored proficient/distinguished in math (DX- 6.5%; State- 12.4%)

- *Gap goal*- collaborate to increase the average combined reading and math proficiency percentage from 12.5% in 2016-17 to 44.7% for students with disabilities by 10/02/2018 as measured by the Kentucky SRC.

- Strategies to Address Growth Areas

- 1) Research RTI periods and determine if suitable for Dixie. If so, modify daily schedule to include a RTI period
- 2) Teachers identify Gap students who have performed on a novice level and provide them with specific support skill development as determined at weekly PLC meetings.
- 3) Offer before school tutoring in both Eng and math every day to support students struggling in these areas.

Transition Ready (CCR)

- School Data Strengths

- 1) ACT composite score increased from 21.1 to 21.2
- 2) Science ACT score increased from 20.5 to 21.

- School Data Growth Areas

- 1) The number of students who are CCR decreased from 65% to 64.7%
- 2) The number of students who passed the KOSSA or industry certification test decreased from 32 to 22
- 3) The number of students in career pathways decreased from 120 to 87

Transition Ready goal- collaborate to increase the percentage of students who are college and/or career ready from 64.7% to 68.2% by 10/02/2018 as measured by school report card.

- Strategies to Address Growth Areas

- 1) Increase the number of students in career pathways by having students select a pathway during student scheduling where the selected pathway classes will be automatically put in the students' schedules
- 2) To increase the number of students passing an industry certification test, the business department will learn more about ASK test in preparation of offering this test to students.
- 3) To prepare students for college, we will continue to use CERT data to inform instruction and to schedule students in math/ Eng classes

Graduation Rate

- School Data Strengths

- 1) The number of Hispanic students who graduated increased from 89.5% to 92.9%
- 2) The number of students with IEPs who graduated increased from 66.7% to 78.6%
- 3) The number of students from 2 or more races who graduated increased from 80% to 100%

- School Data Growth Areas

- 1) The overall graduation rate decreased from 94.4% to 93.7%
- 2) The number of students who qualify for free/reduced lunch who graduated decreased from 91.2% to 86.8%

- *Graduation Rate goal*- collaborate to increase the average freshman graduation rate from 93.4% to 95.1% by 10/02/2018 as measured by the 5-year cohort graduation rate as reported on the Kentucky SRC.

- Strategies to Address Growth Areas

- 1) Create Attendance committee to develop an incentive program for students (grade level contests)
- 2) Have teachers analyze & develop specific plans for the students in their classes who are chronically absent on a bi-weekly
- 3) For students who are failing more than 2 classes, a counselor meets with them to devise a specific plan of support. Many times this support is working directly with our FRC to provide time to complete missing work.

Opportunity and Access

- School Data Strengths

- 1) Met school attendance goal of 95% for Month 1 attendance report (DX- 95.68%)
- 2) PBIS Tier 1 implementation with fidelity as determined by KCID. One example is the utilization of Colonel Cash with our Colonel Store (1810 Colonel Cash have been issued so far this school year)
- 3) High quality Arts & Humanities program as evidenced by the number of Scholastic (30) and Overture (3) winners. In addition, the Treble & Chamber Choirs earned all distinguished rating at the KMEA Assessment and 2 students were in All-State Choir.

- School Data Growth Areas

- 1) Did not meet district attendance goal of 96% for Month 1 attendance report (DX- 95.68%)
- 2) The number of admin hearings increased from 20 in 2015-16 to 48 in 2016-17 with significant increases in the number of students who were found “under the influence” or in possession of an illegal drug.

- Strategies to Address Growth Areas

- 1) Continued focus on Tier 1 PBIS implementation and introduction of Tier 2 PBIS supports where student-selected CAMP counselors meet with students in tier 2 on a daily basis
- 2) Bi-weekly, all teachers identify and create a personalized plan for all students in their classes who are chronically absent
- 3) Bi-weekly, RBTL meetings to discuss specific plans for students who are struggling



Celebrations

- 8th in the state on our AP scores
- ACT composite of 21.2
- 4 National Merit Scholarship Semi-Finalists and 2 students with a perfect score of 36 on ACT
- Won UCA National Championship for Cheerleading



Report to the Board November, 2017

Simon Kenton High School



Proficiency

- School Data Strengths

- 1) Percent of proficient/distinguished students in math increased 6.8% to 47.7 (38.1 is state average)
- 2) Percent of proficient/distinguished students in social studies increased 6.6% to 67.5 (57.5 is state average)
- 3) Percent of proficient/distinguished students in writing increased 11.4% to 59.3 (58.5 is state average)

- School Data Growth Areas

- 1) Reading – 28.4% Novice while proficient/distinguished decreased 6.1 percent.
 - 2) Writing – 16.1% Novice which was an 8.7% increase from previous year.
- *Proficiency goal*- Increase the percentage of proficient and distinguished students in Writing from 60.1% in 2016 to 70.4% in 2017 as measured by the School Report Card from On-Demand Scores.

- Strategies to Address Growth Areas

- 1) Track student data through use of student data notebooks to identify students not making progress and develop plans to address their needs.
- 2) English department realigning vertical writing plan and sharing the plan with all departments.
- 3) All departments updating improvement plans to address weaknesses.



Gap



- School Data Strengths

- 1) Percent of proficient/distinguished gap students in math increased 11.8% to 31.4 (27.2 is state average)
- 2) Percent of novice gap students decreased by 13.7% to 27.5 (34.4 is state average)
- 3) Percent of proficient/distinguished gap students in writing increased 5.4% to 40.5.

- School Data Growth Areas

- 1) Reading – 41.4% Novice while proficient/distinguished decreased 7.2 percent.
 - 2) Writing – 24.7% Novice which was an 11.2% increase from previous year.
- *Gap goal*- Increase the percentage of proficient and distinguished Gap students in Writing from 41.8% in 2016 to 53.2% in 2017 as measured by the School Report Card from On-Demand Scores.

- Strategies to Address Growth Areas

- 1) Track student data through use of student data notebooks to identify students not making progress and develop plans to address their needs.
- 2) PLC meetings focused on effective collaboration for all teachers.
- 3) PLC meetings focused on Tier 1 RTI strategies to increase the effectiveness of differentiation in the classroom.

Transition Ready (CCR)

- School Data Strengths

- 1) Overall ACT composite increased .7 points to 21.5 (24 out of 227 high schools)
- 2) Percent of juniors meeting benchmark on March ACT increased in all areas: English 66.8% (+7.9%), Math 57.2% (+7.3%), Reading 65% (+9.6%)

- School Data Growth Areas

- 1) CCR – 65.5 points ranks 191 out of 227 high schools.
- 2) Career pathways –Number of students earning KOSSA or industry certificated decreased from 86 to 65.

Transition Ready goal- Increase the Transition Readiness rate from 65.5% to 75% in 2018 as measured by the school report card.

Strategies to Address Growth Areas

- 1) Increase use of CERT data to identify student weaknesses and teach to address those weaknesses.
- 2) Reorganize career pathways offered to increase student participation.
- 3) Make career pathways a school wide focus by teaching all students KOSSA standards and test taking strategies.

Graduation Rate

- School Data Strengths

- 1) The graduation rate for students with IEP's rose from 68.4 in 2014 to 73 in 2017.

- School Data Growth Areas

- 1) 5 year cohort decreased from 95.9 to 94.7.

- 2) 4 year cohort decreased from 94.5 to 91.7

Graduation Rate goal- Increase the Graduation Rate from 91.7% in 2017 to 96% in 2018 as measured by school report card graduation rate.

Strategies to Address Growth Areas

- 1) Identify and track students beginning in their freshman year.

- 2) Continue to utilize SAT to address issues that lead to students not graduating.

- 3) Utilize credit recovery programs to keep students at grade level.

Opportunity and Access

- School Data Strengths

- 1) VPAM – Added a teacher this year to meet student requests.
- 2) Advanced Placement – 63% of students taking AP test scored 3 or higher (21st in state)
- 3) Simon Kenton has over 35 clubs and activities for students to participate in.

- School Data Growth Areas

- 1) Increase the attendance rate from 94.9% in 2017 to 97% in 2018.
- 2) Reduce the number of chronically absent students to less than 5%.
- 3) Increase opportunities for students to earn industry certificates

- Strategies to Address Growth Areas

- 1) Use of SAT and RBTL to provide support for students and increase attendance for all students.
- 2) Visit schools where students are earning industry certificates and/or completing pathways.



Celebrations

- 1) Simon Kenton was a Distinguished school for first time.
- 2) ACT composite of 21.5 is highest in school history.
- 3) SK students earned over 9 million dollars in scholarships last year
- 4) Athletics – Over 50% of our teams made state competition with one final four team (girls soccer) and a state runner-up (baseball).

Report to the Board November, 2017

Scott High School



Proficiency



- School Data Strengths

- 1) NAPD score of 75.4 Science (7 pt increase from 2016; 59.7 is state average)
- 2) NAPD score of 72.5 in Writing (5 pt increase from 2016; 70 is state average)

- School Data Growth Areas

- 1) Reading – 36.7% Novice in 2016-2017
- 2) Math – 22.4% Novice 39.8% Apprentice in 2016-2017

- *Proficiency goal*- collaborate to increase the combined percentage of reading and math proficiency for all students from 45.3% in 2017 to 63.5% by 10/01/2018 as measured by EOC assessments in Algebra II and English II.

- Strategies to Address Growth Areas

- 1) Response to Intervention Classes (students performing below benchmark take and extra trimester of English and Math each year)
- 2) Utilizing PLC's to Increase Focus of Common Best Practice Reading Strategies in English Classes and School Wide
 - Mark and Annotate Text
 - Utilizing Quality Text
 - Reading for meaning and inference
- 3) Investigation of additional programs for high impact on students reading ability.
 - Collaborating with schools who have a history of high reading scores (GRC, Callaway, Boyle)
 - Utilizing reading consultants and English teachers to consider program changes

Gap



- School Data Strengths

- 1) 37.3 average percent proficiency in GAP (1.1% increase from 2016)
- 2) 47.4% proficiency in Science (19.8% increase from 2016; 29.2 is state average)
- 3) 40% proficiency in Writing (11% increase from 2016)

- School Data Growth Areas

- 1) Reading – 44.4% Novice in 2016-2017
- 2) Math – 28.2% Novice 43.6% Apprentice in 2016-2017

- *Gap goal*-collaborate to reduce the overall percentage of novice for non-duplicated GAP in reading and math from 35% in 2017 to 57% by 05/31/2018 as measured by Algebra II and English II EOC Assessments.

- Strategies to Address Growth Areas

- 1) Response to Intervention Classes

- Students performing below benchmark in English take an extra trimester of English in grades 9-11
- Students performing below benchmark in Math take an extra trimester of Math in grades 9-11.

- 2) Strategies for Success Class

- Intervention for freshmen and sophomores projected to be low novice in Math and/or Reading
- Additional class period each day to teach/practice study skills as well as basic skills in math and English

Transition Ready (CCR)



- School Data Strengths

- 1) 72.7 CCR Rate for 2017 (highest in district)
- 2) 117 students took dual credit classes in 2016-2017
- 3) 856 college credits taken, 720 of those ended in a C or higher. 84% with a C or higher.

- School Data Growth Areas

- 1) No current career pathways at Scott High School
- 2) Less than 15 students received career ready status in 2016-2017

- *Transition Ready goal*- collaborate to increase the percentage of seniors who achieve College and Career Readiness from 65.7% in 2017 to 69.1% by 05/31/2017 as measured by the College and Career Readiness calculation on the School Report Card.

- Strategies to Address Growth Areas

- 1) Use of **CERT program** to

- Adjust daily instruction in class to better target the students deficit skills
- Plan for individual and small group instruction targeted at deficient skills
- Facilitate students reviewing missed items

- 2) Senior Level English and Math Classes focused on College Ready Skills and reassessing CCR level utilizing KYOTE

- 3) Investigation and implementation of Career Ready Pathways at Scott

- Continue Feeder/Interest Classes for Academy Pathways (Military Prep & Pre-engineering)
- Media Arts Pathway starting strong (120 students completed 1st class; 90 students beginning second class)
- Investigating the possible addition of other pathways (Pre-law. . .)

Graduation Rate



- School Data Strengths

- 1) 87.9% Four Year Graduation Rate 2017 (increase from 86.4% in 2016)
- 2) 81.9% GAP Student Graduation Rate for 2017 (increase from 74.7% in 2016)
- 3) 87% Male Student Graduation Rate for 2017 (increase from 78% in 2016)

- School Data Growth Areas

- 1) 87.9% Four Year Graduation Rate 2017
- 2) 87.3% Five Year Graduation Rate

Graduation Rate goal- collaborate to increase Four Year Graduation Rate from 89.2% in 2017 to 89.3% by 09/01/2018 as measured by Four Year Graduation Rate.

- Strategies to Growth Areas

- 1) Strategies for Success Class (Intervention for students projected to be novice in Math and/or Reading)
- 2) Alternative Placement Programs-Edgenuity/SWS/Performance Based Instruction
- 3) RBTL Committee Work to address chronic absences and social issues
- 4) Student Assistance Teams to focus on students earlier in their High School Career

Opportunity and Access



• School Data Strengths

- 1) We continue to add multiple dual credit options available to qualifying students both on campus and off campus (including 31 students on Free/Reduced lunch; 2 students with and IEP; 12 minority students)
 - Northern Kentucky University
 - Kentucky State
 - Eastern Kentucky University
 - Thomas Moore
 - Gateway Community College
- 2) School wide implementation of Tier I - PBIS
 - Eagle Cash Utilized by all staff regular (15,000 dollars of Eagle Cash redeemed this year so far/100% of staff awarding)
 - Increased positive contacts home (Currently over 300 Positive Comment cards sent home & 4 robo calls to all students on honor role)
 - High level of implementation as indicated by PBIS school visits (2014-89%; 2015-91%; 2016-63%; Current estimate 90%-2017)

70% is considered implemented with fidelity
- 3) High Quality Course Sequences linked to standards in Arts & Humanities Courses and World Language Instruction/Global Competency

• School Data Growth Areas

- 1) Overall student attendance (94.3% in 2016-2017)
- 2) Assisting students who are chronically absent (19.6% in 2016-2017)
- 3) Implementation of Tier II Behavioral Support Services
 - Students serviced in Pass Program (19+ in 2017-2018; 15 in 2014-2015)
 - Students required high need EBD services (9 in 2017-2018; 2 in 2014-2015)
 - Students serviced in KTAP Unit (20 in 2017-2018; 15 in 2014-2015)
 - Discipline referrals for 9th and 10th grade (472 in 2016-2017 ; 331 in 2015-2016- ; 260 in 2014-2013)

• Strategies to Address Growth Areas

- 1) RBTL – team of admin, counselor, FRYSC, central office to assist individual students
- 2) Increased expectations and supports for individual students who are absent
- 3) Introduction of multiple Tier II behavioral interventions/supports and training staff through ongoing professional learning

Celebrations



1) Our Dual Credit Program Continues to Flourish

- CCR Director
- 7 Scott Teachers are currently teaching dual credit classes to our students on our campus as adjunct professors
- Approximate Classes taken at this time:
 - 159 at Scott
 - 93 at NKU
 - 68 at GCC
 - 68 at TMC

2) More students reaching College Ready Benchmarks as Juniors (highest in school history)

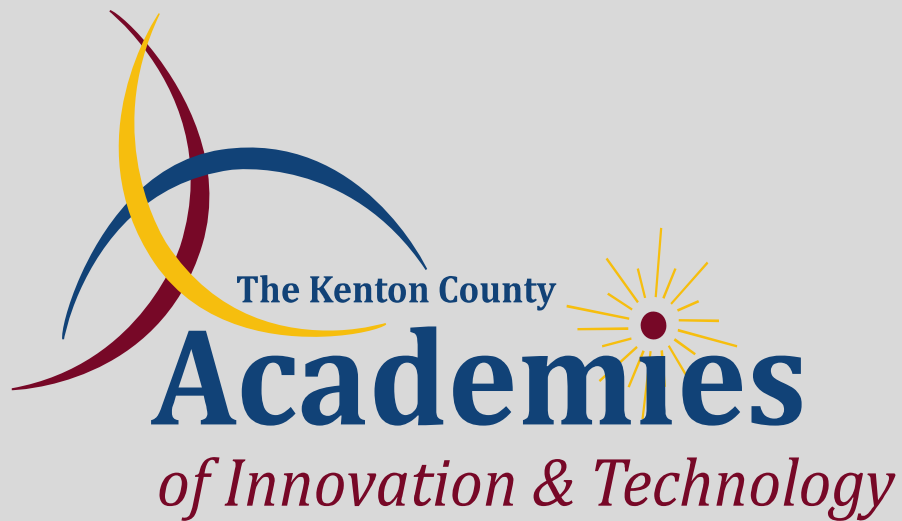
- 60% in English
- 52.7% in Math
- 59.5% in Reading

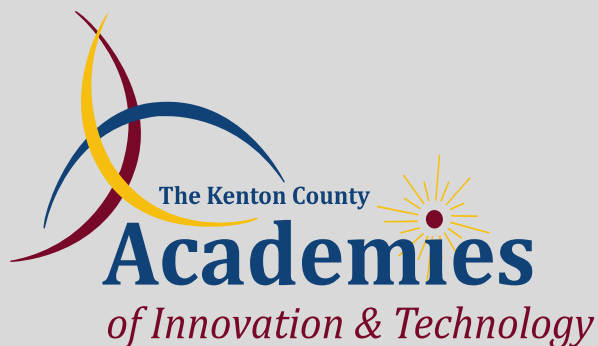
3) 2016-2017 Scott High School Basketball – State Semi-finalist

4) Scott Volleyball 4 time Regional Champs (including KVCA TEAM ACADEMIC AWARD)

REPORT TO SCHOOL BOARD 2017

KENTON COUNTY ACADEMIES OF INNOVATION AND TECHNOLOGY





PROFICIENCY



- **School Data Strengths – Fall CERT**

- 53% of 9-11 graders college ready in English
- 43% of 9-11 graders college ready in math
- 53% of 9-11 graders college ready in reading

- **School Data Growth Areas – Fall CERT**

- 30% of 9-11 graders within 4 points of college ready in English
- 28% of 9-11 graders within 4 points of college ready in math
- 17% of 9-11 graders within 4 points of college ready in reading

- **Proficiency Goals – Winter CERT**

- Identified scholars within 4 points of college ready will raise scores to benchmark
- Identified scholars greater than 4 points from college ready will raise by 2 points

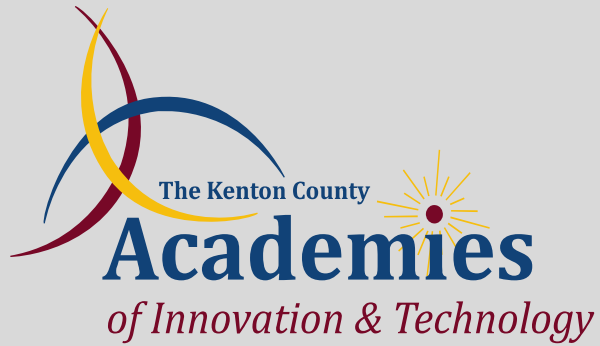
- **Strategies to Address Growth Areas**

- ACT committee including current teachers to design ACT curriculum
- Administrative data meetings with individualized student strategies
 - One on One and small group instruction through Academy structure
 - Remediation instruction based on grouping

- **ACT & EOC - % Benchmark**

ACT 2017 – 11 TH Graders	Academy Scholars	District
English	69.4	66.8
Math	66.2	58.6
Reading	72.8	66.3
Science	50.3	45.1

EOC 2017	Academy Scholars	District
Reading P/D	68	58.2
Reading N	22.4	31.4
Math P/D	38.2	45.1
Math N	20.2	19.8



GAP



- **School Data Strengths – Fall CERT**
 - 40% of gap 9-11 graders college ready in English
 - 41% of gap 9-11 graders college ready in math
 - 44% of gap 9-11 graders college ready in reading
- **School Data Growth Areas – Fall CERT**
 - 33% of gap 9-11 graders within 4 points of college ready in English
 - 12% of gap 9-11 graders within 4 points of college ready in math
 - 17% of gap 9-11 graders within 4 points of college ready in reading
- **Proficiency Goals – Winter CERT**
 - Identified scholars within 4 points of college ready will raise scores to benchmark
 - Identified scholars greater than 4 points from college ready will raise scores by 2 points
- **Strategies to Address Growth Areas**
 - ACT committee including current teachers to design ACT curriculum
 - Administrative data meetings with individualized student strategies
 - One on One and small group instruction through Academy structure
 - Remediation instruction based on grouping



TRANSITION READY



- **School Data Strengths**

- Kentucky Occupational Skills Standards Assessment (KOSSA)
- Industry Certifications

Class of 2017 had 126 Pass & Class of 2018 have 103 Pass

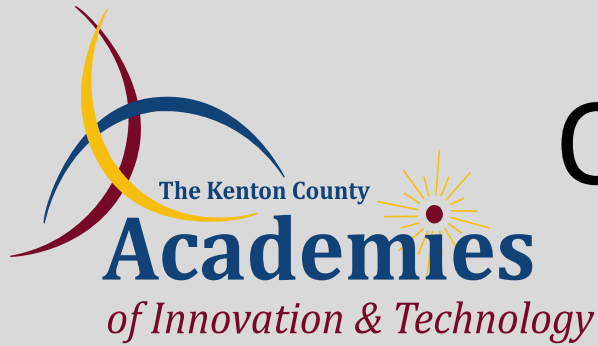
Class of 2017 had 23 & Class of 2018 has 24 earned in Adobe, MOS, MTA, and JROTC

- **School Data Growth Areas**

- Increase number of Scholars passing KOSSA
- Increase number of Industry Certifications

- **Strategies to Address Growth Areas**

- Industry Certification Month of February
- Restructure Academy Schedule to address new CCR Standards to have Scholars Industry Certified by Sophomore Year
- Provide PD for Academy Teachers to have credentials to teach Industry Certifications



OPPORTUNITY & ACCESS



• School Strengths		
• Tutoring	After School Tutoring every Tuesday for Math, Science, English, and ACT Kaplan Prep	
• Co-Curricular	After School VEX Robotics Club and Engineering Design Project Program	
• Academy Leadership Team	Senior Mentoring Teams & Attendance Mentoring/Monitoring Program	
• Academy Academic Internships	Over 60 Scholars completing Academic Internships	
• Academy Advisory Members	Over 200 Business and Community Partners to Mentor Scholars	
• Academy After School College with Thomas More College	Courses offered to 10 th and 11 th Grade and count as Dual Credit	18 College Credit Hours
• Gemini College Academy with Thomas More College	Courses offered to 12 th Grade and count as Dual Credit	15 College Credit Hours
• Future Educator Academy with Northern Kentucky University	Courses offered to 9 th , 10 th , 11 th , and 12 th Grade	12 College Credit Hours + Praxis One Certification



CELEBRATIONS



- Eleven Professors Teaching on Academy Campus
- Lieutenant Governor's Entrepreneurship Challenge (LGEC)
- WRSI Grant
- Northern Kentucky Education Council Awards
- Campbellsville University
- Career Pathways
- Academy Academic Spirit Week
- Military Prep Academy

45 College Credit Hours with approximately 200 Scholars

2017 Only School to have two teams in the top Ten at State

2018 Twenty-Two Teams Competing – Most in State

\$480,000 to create a Logistics Academy at CVG

Against All Odds Award and Career & Technical Education Academic All Star Award

Teacher of the Year

All CTE Academies have a Four Courses Career Pathway (FEA Adopted by KDE for State)

December 4-8 Spirit Week Leading up to Dec. 9 ACT

Selected to be a full JROTC Program