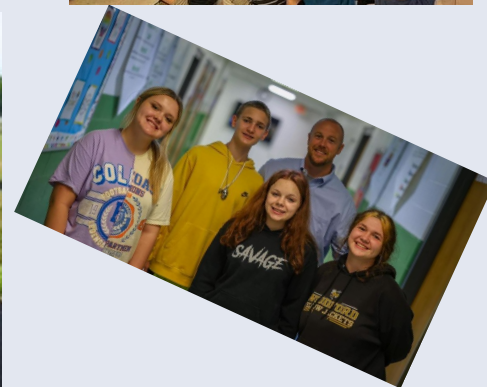




# Back to School!



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# Woodford County Public Schools Summer Learning 2023



# Elementary Summer Learning Staff

- Elementary 25 teachers, Pearson Staff, plus 2 Special area teachers, and 2 Coordinators



# Dates & Attendance

9:00-12:30

June 6-8, 13-15, 20-22 and  
July 11-13, 18-20

Grade	June Enrollees	July Enrollees
K/1	68	65
2	43	43
3	29	29
4	23	22
<b>Total</b>	163	159

# Budget

Need	Cost
Staff	\$122,361.44 (bus drivers, directors, 27 teachers)
Transportation	\$6,500.00 (includes WCMS students)
Materials and Curriculum	\$20,576.31 (One time purchase)
Total Cost	\$149,437.75 (from FY23 budget for June and FY24 budget for July)

## Daily Schedule

- Art and PE offered (A/B Day) for elementary students
- Reading and Writing - about an hour daily
- Math
- WIN - What I Need - dedicated time for daily support in area of need
- Breakfast/ SEL - Social Emotional Learning
- Lunch

## Transportation and Meals

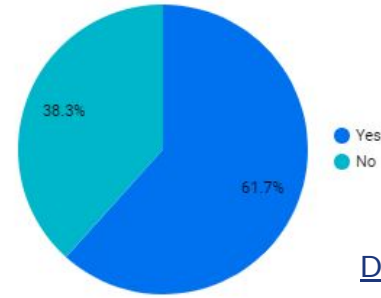
- Transportation was provided
- Breakfast and lunch was provided

## Curriculum & Instruction

- All ELA lessons were selected from Scholastic Lit Camp.
- Math: Summer Scholars Mathematics curriculum



Made Growth from Spring to Summer Based on Benchmark



[Data for Students in Intervention](#)

## KY Equity Based Tutoring Pearson Collaboration

- Pearson provided 6 staff members to work closely with students and teachers to provide SEL lessons for all students as well as **reading and math interventions** for identified students.
- Trained the 6 staff members on reading and math interventions
- Resources provided included Targeted Reading Intervention, Whole Number Foundations, Pirate Math, AimsWeb+, and SSIS SEL

# Enrichment Days

Bounce Day with inflatables was provided by Pearson in conjunction with WEEF on June 22.

Bluegrass Railroad partnered with Woodford County Schools, Pearson and WEEF to give a culminating final day on July 20 for a scenic train ride down Tyrone. Most students had never been on a train ride!



# Middle School Summer Learning

- 3 Teachers
- 6 students attended to recover failing grades through Edgenuity
- Approx 8 students participated in small intervention groups to target multi-step equations and coordinate graphing in math and a novel study to target reading fluency and reading comprehension
- 9:00-12:30 on June 6-8, 13-15, 20-22 and July 11-13, 18-20
- Total cost was paid through school ESS funds
- Transportation provided
- Breakfast and Lunch provided

## Budget

Need	Cost
Director & Staff (3 teachers)	\$10,4448.34
Total Cost (WCMS ESS funds)	\$10,4448.34



## Numbers | WCHS Summer School 2023

**101**

Students Enrolled

**24**

11th Graders

**128**

Credits Recovered

**36**

9th Graders

**3**

12th Graders

**15**

Students "Jumped" a Grade Level

**38**

10th Graders



**3**

WCHS Graduates, Class of 2023

*Build a Bridge Beyond*

# Budget

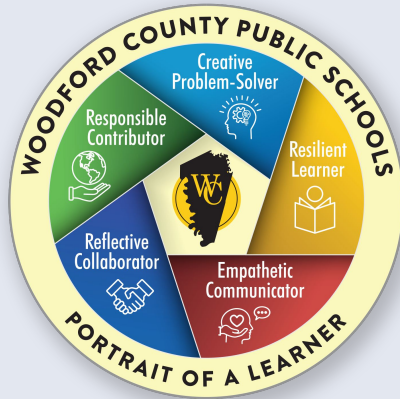
## High School Summer Learning

- 2022 had 133 students enrolled & participating with 225 recovered credits with needs to recover 4, 5, 6+ credits per student as an average
- 2023 had 128 recovered credits but **LESS NEED** for credits to be recovered with the average of credits to be recovered per student being 1, 2, or 3
- 8:30-12:00 June 12-16 & 20-23
- Virtual June 26-30
- Breakfast and Lunch provided

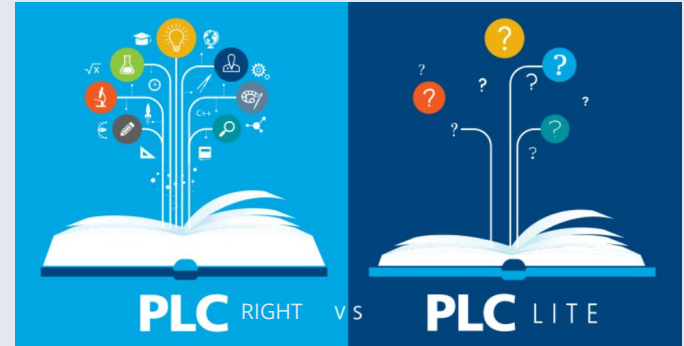
Need	Cost
Staff for Phase 1 (12 teachers x 40 hours)	\$16,800.00
Staff for Phase 2	\$1400.00
Snacks (Breakfast foods, snacks and waters)	\$500
Materials (Writing utensils, individual whiteboards)	\$200
Senior Graduation Supplies	\$150
Total Cost	\$19,050.00 (WCHS ESS funds)

# Big Rocks for 23-24

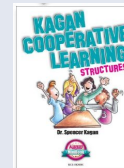
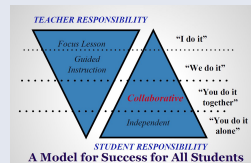
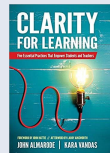
#1



#2



While not identified as “Big Rocks” for the upcoming year, these practices are considered BEST practices in WCPS and should be a continued focus in our schools and supported by the district:

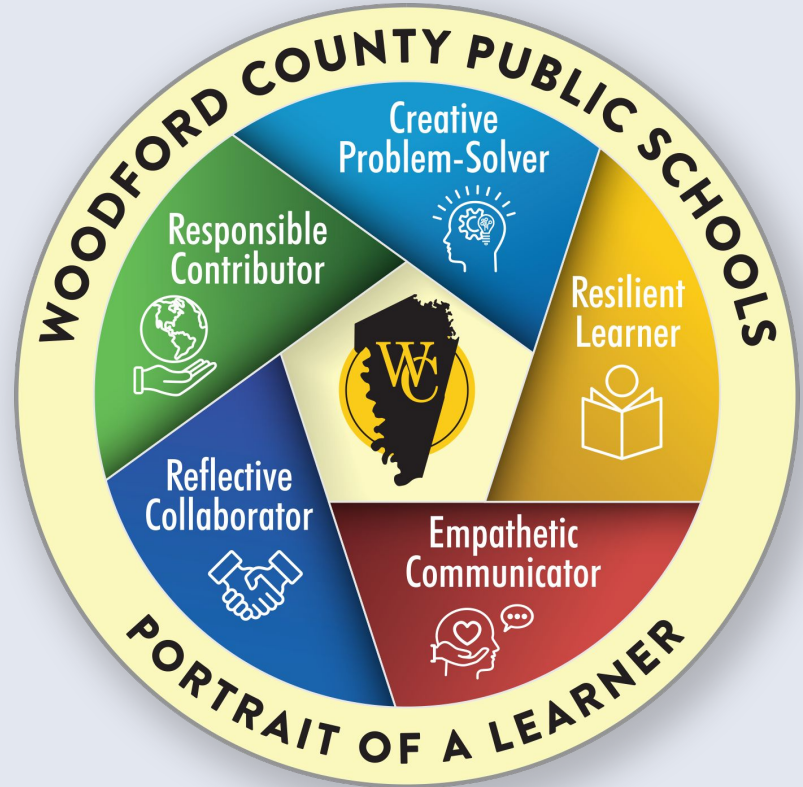
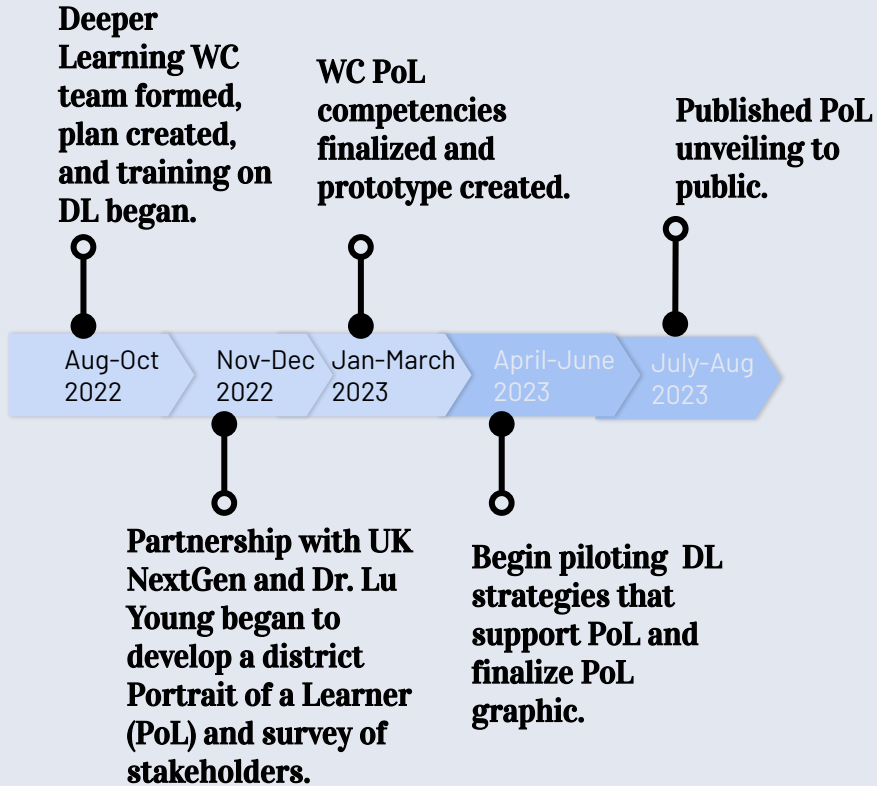


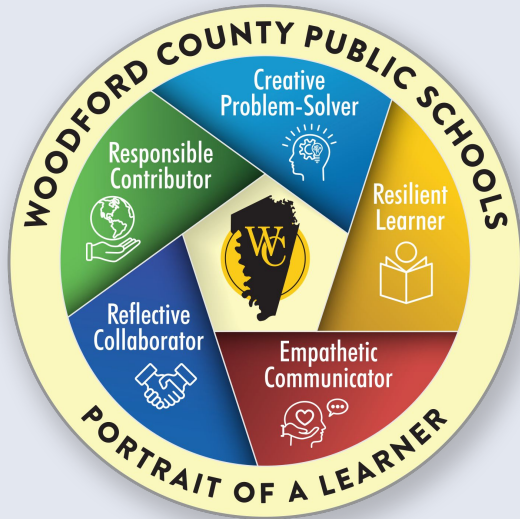
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# Why do we need a “Portrait” of our learners?

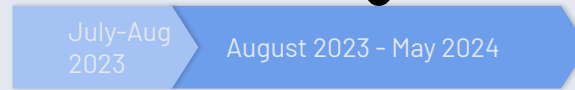
- Creates a collective vision of student success for the entire school community.
  - Establishes a set of competencies, skills, and qualities a school community believes every student should possess.
  - Provides a foundational tool that should shape all school design work.
-

# How we got here...





**Phase 1 of PoL  
implementation  
throughout WCPS**

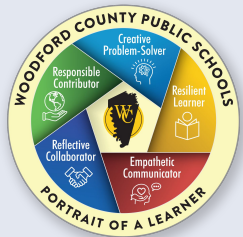


**Published PoL  
unveiling to public.**

**Learn**

**Launch**

**Look**



# Phase 1 of Portrait of a Learner in WCPS

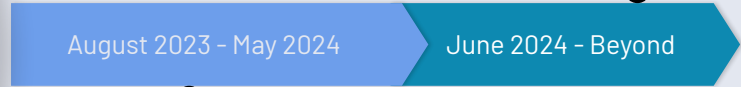
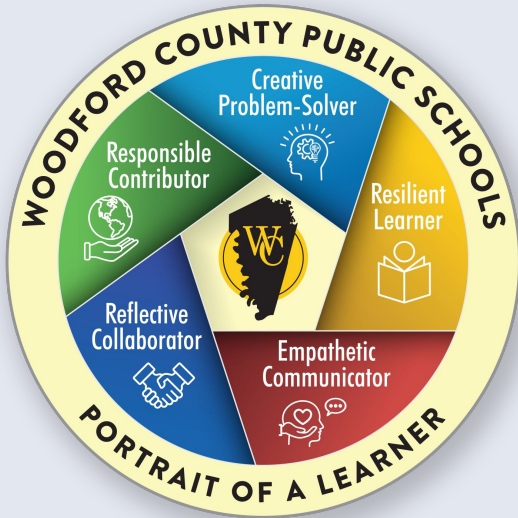
**LEARN** the competencies and the characteristics of each one.

**LAUNCH** the language in schools and classrooms.



**LOOK** through the PoL lens to find ways to incorporate these competencies.



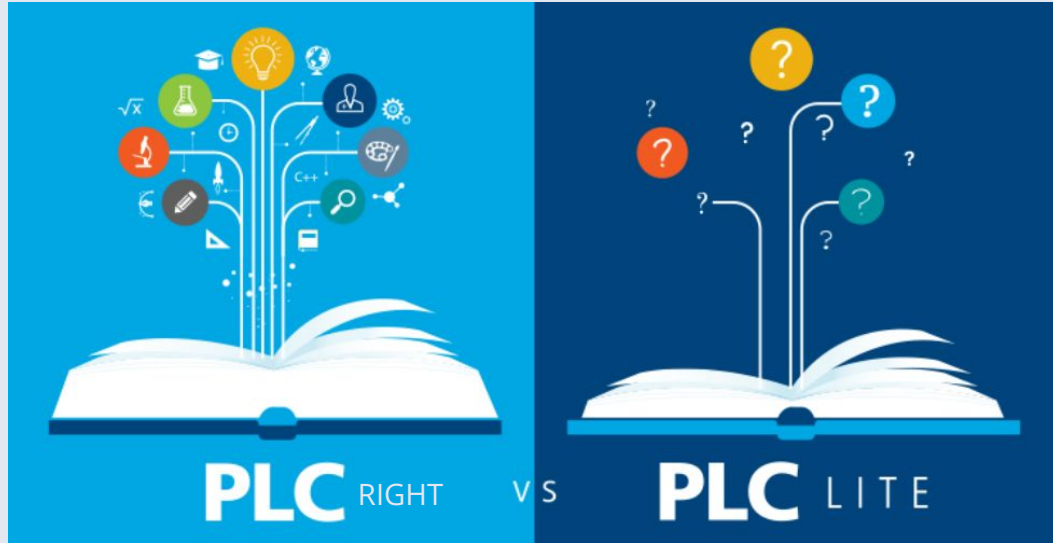


**Phase 1 of PoL implementation throughout WCPS**

**Additional Phases of PoL 3-5 year plan that includes:**

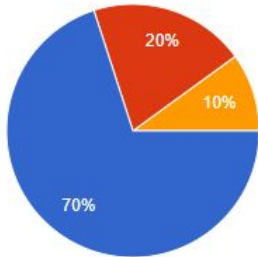
- System of measurement of the PoL competencies
- Instructional Design and Delivery
- Community Engagement





# Diversity, Equity, Inclusion & Belonging Focus for 23-24

Of the three established goals below, which one do you feel your school should focus on the most?



- Increase all stakeholder's opportunities to develop empathy/respect/appreciation for differences in backgrounds, cultures, and/or other human characteristics.
- The leadership (i.e. school admin, School Equity Team, District Equity Team) provides oversight and support that facilitates a culturally responsive classroom and school environment.
- Create and maintain culturally responsive community partnerships.

What actions/strategies could your school team implement to work toward this goal?

responses

I found that the HIVEs with the student group were very enlightening so this should definitely continue and possibly be expanded to include more students. We also need to have a continued emphasis on the diversity that we have at our school this could be achieved through visuals, HIVE sessions, Channel 4, social media, inclusive moments at special events, etc. I feel that hearing stories from students about their challenges and traditions goes a long way in developing awareness, empathy, and respect.

Make sure Equity is discussed with staff at least once a month with bits of the modules sprinkled in for reminders- keep it in the forefront of teachers minds

continue to focus on transparent communication/meaningful inclusion within curriculum/hold all stakeholders accountable for communication, etc.

-Cultural fairs / nights for everyone, not just the culture of focus for that event  
-Family nights focusing on our SEL curriculum or at least a better job of sending home information about the focus each unit (week, month, whatever)

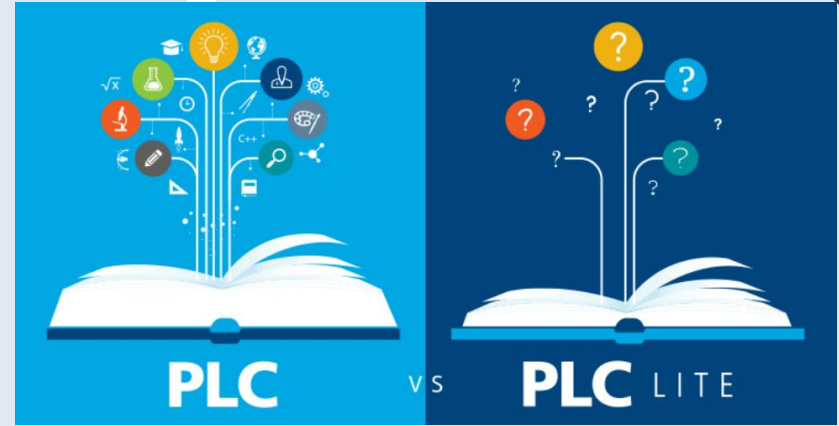
Meeting consistently to increase awareness of diverse populations in the school and incorporating practices to allow teachers the opportunity to become more knowledgeable about DEI practices.

I would like to see our team meet with students to get their feedback, as they are the eyes and ears of what is going on.

## PLC Right

Based on our June 1-2 PLC training, the elements below should have a renewed focus. School specific actions to address these were developed at the conclusion of that training.

- Unwrapping Essential Standards to the Learning Target Level
- Creating Valid and Reliable Common Assessments
- Organizing Data Analyzing Student Results from Common Formative Assessments
- What supports/interventions are needed to provide struggling students additional time and support? How will we extend learning for students who have mastered the standard(s)?



### Other Supporting Actions determined by School Teams:

- **Standards-Based Grading** in grades 3rd-5th to measure and report mastery of standards over the course of the year.
- Different assessment platform at WCMS to support the creation of common assessments as well as the measurement of standards mastery.

*Every step of the way*

