**SBDM COUNCIL REPORT 2023-2024**

**School**: Oldham County High School

**SBDM Council Members**

* Parents: Marcia Elder, Michelle Massey, Jennifer Petaja
* Teachers: Adam Balata, Leah Pehlke, Rebecca Tougher, Coy Zerhusen
* Chair: Natalie Brown

**Date of Presentation to the Board**: February 8, 2024

1. **Discuss the work you are doing in your building around core instruction. What would you like to highlight that is working well in your building? How are these efforts impacting student groups experiencing the achievement gap? All students?**

The teachers at OCHS are dedicated to the success of every student. Our teachers understand the challenges facing both new and experienced teachers as they work to provide grade-level or higher content to our students. Our English teachers recognized that, for a myriad of reasons, our Tier 1/core instruction was not meeting the needs of our students. That realization led to a collective desire to explore High Quality Instructional Resources (HQIR), basically a curriculum with standards-aligned material for students. A team of English teachers agreed to meet over the course of a few months to work through a pilot process for adopting an HQIR. The teachers, instructional coach, and principal read research on the efficacy of using an HQIR and discussed our goals as an English department. Together, we created an Instructional Vision Statement that the teachers felt represented their vision for the English department. The teachers used the Instructional Vision Statement to create a rubric to explore the available resources and the entire department agreed to pilot the two options that fit our criteria. Once the pilot is complete, the department will select an HQIR to implement for the next school year. They also want to host a literacy night and share the HQIR with our families. This was an incredible undertaking on the part of the English teachers and is even more powerful because it was a choice they made to best support our students.

According to the findings of The Opportunity Myth, a research study that examined multiple school systems, educators tell students that if they come to school and do their work, they will be prepared for life after high school. However, that isn’t always the case. This study revealed that 90% of the time in the classes observed for this research, students were “doing activities related to classwork” and 71% of the time, students met the demands of the assignments their teachers gave them. Most of the students earned above a C average in math and English, so were generally considered to be “doing well” in school. However, the study indicated that students were completing grade-level or higher work on only 17% of the assignments studied in this research. The assignments did not give students much opportunity to demonstrate grade-level mastery. The English Department at OCHS found that research to be compelling and it felt like a moral imperative to them. We have to ensure our students receive a quality education that will genuinely help them prepare for life after high school. ([Link to The Opportunity Myth)](https://opportunitymyth.tntp.org/)

We are completing the trial run with the first HQIR and will pilot the second one in February. Our plan is to adopt an HQIR that will ensure we are teaching grade-level or higher standards to all of our students. I am so honored to work alongside colleagues who were willing to take on such a massive task during the school year because it benefits our students. Our math teachers are hoping they can undergo the same process next year. We believe that OCHS will be a top 5 school in the state of Kentucky and that belief drives our work.

Furthermore, our commitment to collaboration and professional development is evident in the success of our PLCs. Teachers are utilizing the data generated from formative assessments to inform PLC discussions, enabling them to collectively analyze student performance trends and identify areas that require additional attention. This collaborative approach ensures that our instructional strategies are continually evolving to address the specific needs of our students.

1. **Based on the needs of your school, what priority areas have you identified? How will you work on these priority areas this year and how will you measure progress over time?**
* Reading P/D Students with disabilities (40.2), Econ Dis (54.7), ALL (75.4)

**Reading:**

Forty percent of our students with disabilities scored proficient or distinguished on the KSA reading assessment, compared to 75.4% of our total population. Further, 54.7% of our students who are economically disadvantaged scored proficient or distinguished on the KSA reading assessment. We have identified both groups as priority areas. Although we cannot reveal which students are economically disadvantaged to our teachers, there is a significant overlap between our students who are identified as economically disadvantaged and our students with disabilities or are Hispanic.

**Math:**

Eighteen percent of our students with disabilities scored proficient or distinguished on the KSA math assessment, compared to 52% of our total population. Thirty percent of our students who are economically disadvantaged scored proficient or distinguished on the KSA math assessment.

One way we are addressing the needs of our most struggling learners in reading is through Specialized CORE+, an intervention period that occurs three times weekly. In the Specialized CORE+, students have been categorized by their specific needs: phonics, multisyllabic words, fluency and comprehension. Each deficit area has a different intervention approach. Our teachers have worked hard to learn new intervention strategies for these specific needs.

We are addressing the needs of our students who need additional math support by dividing the students into the type of support they need (Pre-Algebra, Algebra, Geometry). These students are also receiving support in Specialized CORE+. This is a flex time where the teachers scaffold the skills students need starting at an elementary level and pushing them to progress that skill all the way to grade level.

We are measuring the students’ progress in math and reading with the CERT assessment. This occurs every 10-12 weeks. We are also administering the i-Ready (reading and math) and Reading Plus (reading) diagnostic tests, depending on which specific skills deficit the student has. Students are also keeping track of their growth weekly in the Specialized CORE+ class.

1. **What are two topics that you and your council would like to discuss with the Board?**

OCHS would like to thank the Board of Education for being so responsive to the needs of our school. We appreciate the updates to the facilities and are excited about the upcoming renovations as well. As the oldest high school in Oldham County, our building sometimes shows its age. We appreciate the way district support personnel respond to our varying needs and have planned renovations that will keep our building growing and thriving for our students for years to come.