**SBDM COUNCIL REPORT 2023-2024**

**School**: South Oldham High School

**SBDM Council Members**

* Parents: Corey Hatcher, Erica Kelley
* Teachers:Lilia Scharf, Noel Gnadinger, Colin Ross
* Chair: Melissa Woosley, Principal

**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 students supported in special education? All students?**
	1. **Core Instruction: Professional Learning**
2. SOHS teachers are participating in **Deeper Learning (4 fellows)** and **Building Disciplinary Thinking Classrooms (3 teachers)** initiatives, district wide professional learning opportunities. This cohort includes teachers in English, math, science, and health/PE with implementation of learning in core content classes, electives, and collab classrooms.
3. This cohort also includes teachers in our ILT (Instructional Leadership Team) and PLC (Professional Learning Communities) leadership structure, so they are able to share learning across the department and in PLC groups.
4. **Science: Science literacy (data representation)**
5. Biology teachers are working with the Instructional Coach to deepen literacy instruction for science content, specifically designing resources and teaching strategies to help students [read graphs, charts, and tables](https://docs.google.com/document/d/13y6CGy8nfOJtMLw3uUb1XPRpY_QVfVvZ16NiOXVkZ_A/edit?usp=share_link) more effectively.
6. Our Instructional Coach and science lead teacher are members of the district’s Science Symposium, helping others understand the discipline-specific needs for reading, writing, and thinking in science. Students at SOHS are learning to speak and write using domain-specific vocabulary and break down [key vocabulary into word parts](https://docs.google.com/document/d/1u3oiJEdPXxiQiRfZWrLPnik2imILgBrF_yvqmOQqvCE/edit?usp=sharing) that carry meaning. This strategy provides a tool to help students unlock understanding of a variety of unfamiliar words.
	1. **On-Demand Writing,** [**SRSD**](https://drive.google.com/file/d/1_MpaenDxja-BJhlYR_wjUqBmCBNbYcdA/view?usp=share_link) **(self-regulated strategy development)**
7. Our work with on-demand writing is paying off for us as we have the best ODW scores across our high schools.
8. Adhering to PLC guidelines (4 guiding questions)
9. **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?**
	1. **Seniors who haven’t met reading and/or math benchmarks**
10. 2024 Senior Success classes for [seniors who haven’t met ACT reading, English, or math benchmarks](https://docs.google.com/spreadsheets/d/1F_RndX_kESnICziDHlGYJ2HtVkR7--CtoIzqWVTxcE4/edit?usp=drive_link) (KYOTE scores included).
11. In ACT study halls, students access a computerized program called “Prep Factory.” The study hall teacher works with students to monitor progress through this on-line course in preparation for the March 2024 ACT.
12. **Juniors taking the ACT**
13. Fall ‘23 and [Winter ‘24 ACT sessions](https://docs.google.com/spreadsheets/d/1gIeUS2MD0CdXAz3qOMdqYv1xa8TYWIdVJT56h9gG_Jw/edit?usp=sharing) for juniors
14. ACT data shared with ILT and PLC leads.
15. **Reducing achievement gaps**
	* 1. **MTSS, Academic and Behavioral**
			1. Teachers are identifying areas for growth and monitoring progress through weekly and bi-weekly formative assessment (ACT workbooks, class warm-ups, specialized instruction).
			2. Our [data dashboard](https://docs.google.com/spreadsheets/d/1-rlXWbYtrreUqDqC8SruQUke2Ckqd7NrEPtM6oKJtN8/edit?usp=sharing) is regularly updated by our BAC and Interventionists with ACT data, KYOTE data, and showing progress over time based on specific interventions.
			3. The implementation of PASS for behavioral support is an effort to increase student learning in the general education classrooms.
		2. **Working with special education teachers/SRSD**
			1. Collaboration with special education and regular education teachers, specifically in the PLC work of identifying essential standards and providing Tier 1 and Tier 2 interventions.
16. **What are two topics that you and your council would like to discuss with the Board?**
	1. **Celebrations**
		1. Belonging at SOHS
			1. Welding
			2. Engage to Learn
			3. PASS Program
			4. Increase in positive scoring on Quality of School Climate and Safety (increased across all populations)
		2. KSA and ACT data points