



**SBDM REPORT TO THE BOARD
2024-2025**

October 3, 2024

Plans for Continuous Improvement (CSIP/Strategic Plan Connections):

All Content Areas - Increase effectiveness of instruction through explicit teaching strategies (learning targets, success criteria, opportunities to respond), Data Chats to empower 3/4/5 students

Reading - Implement evidence based practices in Literacy, Utilize HQIR with integrity, Skills based small groups for ALL students, UFLI phonics instruction K-2, Personalized learning through iReady

Math - Differentiate through flexible grouping and/or station teaching for all grades; Responsive small group instruction based on exit tickets or tiered plans, Incorporate Concrete Representational Abstract method in core math lessons, Personalized learning through iReady

Science - Vertically align priority standards and instructional resources K-3, Utilize trusted curricular resource with integrity

Social Studies - Departmentalization in 5th grade, Vertically align priority standards and resources K-4

Writing - Continue goal-setting with writers, Continue Live Scoring Protocol for On-Demand Writing, Continue typing proficiency training in primary grades, Increase opportunities to write across content areas

Novice Reduction - Utilize high leverage strategies for all individualized action plans, Specialty training for Intervention & ECS teachers, Data Chats

GAP Groups - PLCs utilize SchoolRunner gap group reporting to monitor student progress for identified students, Increased collaboration for vertical cluster teams focused on high leverage strategies for specific groups (Students with IEPs, English Learners, Students Living in Poverty) to include data protocol to ensure student growth

High Potential Learners (T3+) - Action Research in extension/acceleration for Literacy & Math - Applying our tiered intervention concept to ensure one year's growth in one year's time for students starting above grade level (K-5)

Survey Data

Studer Survey Data from Students

Highest Scores:

"I believe my principal is a good leader" 4.68
"I feel my family is treated nicely or with respect at my school" 4.53
"I believe my teachers care about me" 4.44
"I have opportunities to be successful at my school" 4.44

Lowest Scores:

"I feel students are nice or show respect to each other at my school" 3.36
"I like going to my school each day" 3.47
"I think my school is clean" 3.49
"I believe school rules are consistently enforced" 3.83

Studer Survey Data from Employees	
Highest Scores:	22/23 → 23/24
"I believe my work positively impacts those we serve"	4.54 → 4.57
"I believe the leaders in my immediate work environment are genuinely concerned for my general welfare"	4.4 → 4.33
"I feel a sense of pride when I tell people where I work"	4.33 → 4.30
<p>"The support in our school is outstanding. I have taught in a few schools and I can honestly say that I feel not only supported, but valued in this school. I feel valued as an employee AND as a person. If I ask for help, it is always given in a non-judgemental way and in a way that helps me grow as an educator. I appreciate that my input is asked for when making decisions. I love that our principal has periodic meetings with us one-on-one just to chat about how things are going. Our admin truly cares for us and how we're doing as educators and as people."</p>	
Lowest Scores:	
"I receive appropriate recognition when I do good work"	4.14 → 3.57
"I have the opportunity to provide input on decisions that affect my job"	3.86 → 3.63
"I feel supported in balancing my work responsibilities"	3.98 → 3.72
<p>"I think positive feedback for adults. We made it a priority to emphasize positive office referrals for kids but not often (other than TOY/COY) do we see adults getting recognized for the work they are doing beyond a brief mention of "___ is doing good work in this if you have any questions". Teachers are reflective by nature, overwork because of the job, and a little bit of positive feedback goes a long way."</p>	

Studer Survey from Families	
Highest Scores:	22/23 → 23/24
"I am treated with respect at this school."	4.55 → 4.57
"I believe my child's learning is a high priority at this school."	4.51 → 4.56
"I am proud to say I have a child at this school"	4.45 → 4.53
<p>"The teachers are welcoming, caring, and push my children to their potential. In meetings, it is evident they know my children well and have developed lessons to engage and push their learning to a higher level."</p>	
Lowest Scores:	
"I receive positive phone calls, emails, or notes about my child from this school" (4 people strongly disagreed out of 182)	3.76 → 3.87
Highest gain → "I regularly receive feedback from school staff on how well my child is learning."	3.96 → 4.09

"I believe my child is recognized for good work and behavior at this school"	4.38 → 4.31
"We are often in the dark about our child's progress/opportunities.successes unless we specifically ask. We get a lot of good weekly communication via the app, just wish it was my specified at times to how our child is doing academically."	

Plans for Continuous Improvement (CSIP/Strategic Plan Connections):

Continue to utilize Action Teams (Committee Structure) to provide opportunity for Staff to design and implement the efforts to improve Academics, Culture, and Leadership at Centerfield

Student Experience - Increase student recognition for positive behavior, Student Lighthouse Team to review student voice data and action plans in response to data

Employee Experience - Increase feedback to staff for positive efforts through Staff Recognition, Thrive Journals, PTA/Community Partner Collaboration

Family Experience - Increase positive communication and feedback on learning to families through Seesaw, Leadership Reports, Student Work Samples/Rubrics and SchoolRunner Report Cards

Attendance & Behavior

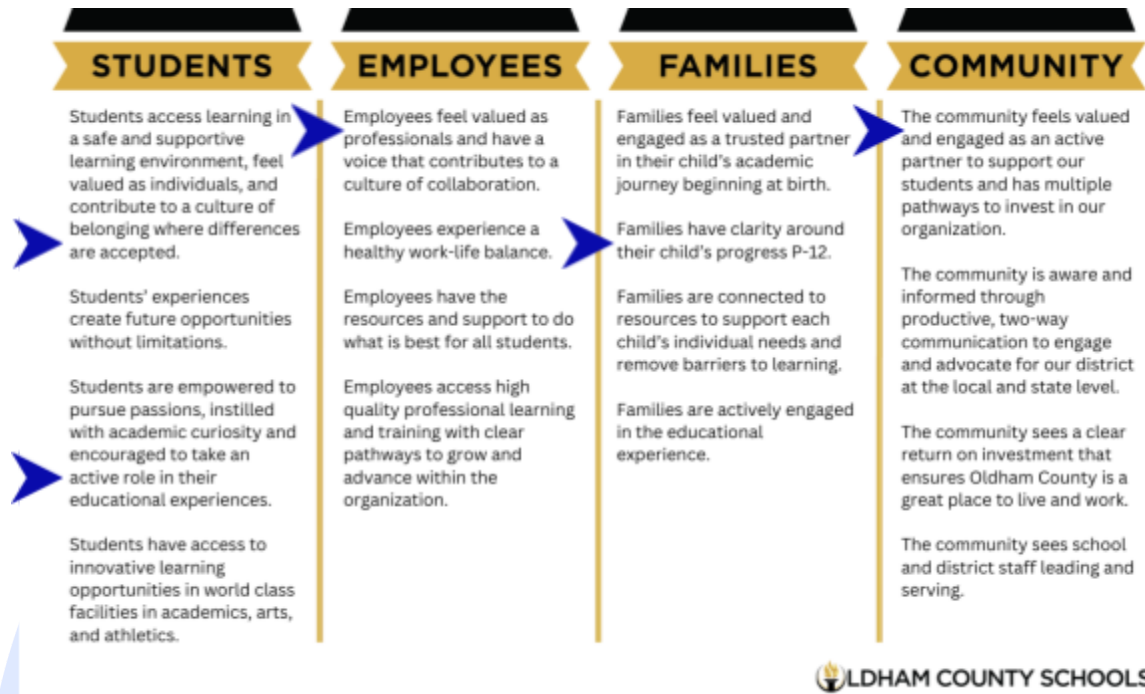
Attendance	Average attendance last school year was 95.74%. Current attendance in August averaged 97.70% and 96.88% in September.
Behavior	Behavior events increased slightly from 100 disciplinary events across 44 students in '22-'23 to 105 events across 50 students in the '23-'24 school year.

Plans for Continuous Improvement (CSIP/Strategic Plan Connections):

Attendance & Attitudes Action Plan - Related Arts PLC charged with developing plan to support improved student attendance and shift mindset towards school attendance

Positive Behavior Supports - Culture Action Team reviews behavior data regularly and makes adjustments to PBIS for common areas, Kid Talk protocol for identified students, Core Team for students benefiting from highly structured classrooms

Evidence of the District's strategic plan implemented at Centerfield



How does Centerfield internalize OC's Actions of Excellence?

Engage	<ul style="list-style-type: none"> Students demonstrate ownership of learning Employees collaborate to ensure student success Families & Community partner to ensure student success 	<ul style="list-style-type: none"> Self-Assessment using Success Criteria within a lesson, Goal Setting/Progress Tracking, Student-led Conferences Literacy Unit 1 - Collaborative partnerships (Intervention & Leadership with Grade Levels), PLC Right vs. PLC "Lite", Action Team Structure (Academics, Culture, Leadership), Tier Talks, Data Dives for Students with IEPs Expanding curricular connections from school to home using Seesaw, Student Showcases
Empower	<ul style="list-style-type: none"> Students seek opportunities & recognize self-worth Employees capitalize on strengths to support others Families & Community support students' educational experiences 	<ul style="list-style-type: none"> Applying for schoolwide leadership roles, Student Lighthouse Team (Advisory), Guidance Program Content Leads within PLC, Utilizing Teacher Leaders for Embedded PD, Sharing Expertise with other schools in District and across the state Family Training Topic - Feedback on Learning, PTA fundraising to support Unit Celebrations for Literacy & Library Renovations
Elevate	<ul style="list-style-type: none"> Students strive for continuous improvement Employees grow, serve, lead. Families & Community promote and enhance Oldham County Schools 	<ul style="list-style-type: none"> Reflection on Learning through Seesaw, Data Chats, Student Celebrations of Learning Expanding staff recognition program, 1:1 Lead Teacher Conferences focused on Leadership Intentional Communication regarding changes "as a result of feedback", Expand local business/service partnerships