

SBDM Minutes

RCHS SBDM Council Minutes

February 2, 2001

The RCHS SBDM Council met at 6:00 p.m. on Thursday, February 2, 2001. The following members were present: members: Ruth Allen, principal; Connie Riddle, Dana Singleton and Adam Coleman, teachers; Cindy Anderson and Paul Ahney, parents. Also present were Betty Jo McKimsey, Debbie Colson, Jennifer Rose, Susan Norton, Barry Noble, Darlene Martin, Scott Adams, Patrick Greene, Jill Ponder and Lawrence Bullock.

Attendance: Allen opened the meeting and the Council reviewed the agenda. Adam Coleman made a motion to approve the agenda with the following two items to be added under "Other": 1) 21st Century Community Learning Center's Jefferson Curriculum and 2) Financial Report. Paul Ahney seconded. The Council approved by consensus.

The Council reviewed the minutes of the December 27th meeting. Adam Coleman made a motion to approve the minutes. Cindy Anderson seconded. The Council approved by consensus.

1. Learning Center Continues Initiatives:

Jill Ponder reported on the Youth Service Center grant application. She said that this is a continuation application and that work plans do not have to be included for 2001-2002. Yearly and monthly timelines have been updated and there is a \$17,000 to \$18,000 increase in the grant amount for next year, based on free and reduced lunch recipient numbers and allocations. Ms. Ponder's report included a budget of \$80,000 for the year. The council discussed the budget and the following items: 1) Family Crisis and Mental Health Counseling 2) Drug and Alcohol Abuse Counseling 3) Referral to Health and Social Services 4) Summer and Part Time Job Development 5) Employment Counseling, Training and Placement and 6) Student Risk (for dropout, teen pregnancy and academic failure). Ms. Ponder stated that we are not restricted to the action plans, but can go beyond them. Ms. Allen thanked Ms. Ponder and commented briefly on some things we need to tighten up for next year. The Council reviewed the application briefly.

2. Departmental Reports:

Rhonda Rose reported for the Science Department. Science scores have increased. This year we had a big jump from novice to competent. The department thinks there is a need and a plan to focus on writing to help move students from apprentice to proficient. The Open Response Scrimmage showed weaknesses that indicated a need for improving the scope of content, but going more in depth. Graphing analysis is a weak area for students and the plan is to do more of that in order to improve. Steps in the Science Action Plan for improvement include:

- Increase the use of technology in the classroom.
- Use more demonstrations and hands-on experiments in the classroom.
- Provide more examples of proficient and distinguished writing pieces.
- Raise the standard for our writing pieces.
- Focus on content not quantity, less time on writing.
- Use more graph analysis in the classroom.
- Provide mini-lessons and examples of proficient and distinguished open response questions.

Lawrence Bullock gave a report for the Arts and Humanities Department. He said that within that content area, the highest score was in dance, then drama, music and visual arts. He noted that Ms. Allison Coleman's report indicated that students were doing well in the area of drama. Analysis of scores shows that we are moving up three points at a time. Departmental staff state that is too slow. Six percent of scores of identified gifted/talented students were proficient. This may be an area where we need more involvement and needs some work. Mr. Bullock further reported that more parental involvement is needed and that (on the CATS assessment) students are not applying content that they have learned. He noted that we are increasing CATS scores in Arts & Humanities include:

- Writing performing arts video taping a puppet show.
- Introduction of new reading strategies and writing techniques.
- Increasing open response writing assignments.
- Creating lessons to specific core content levels.
- Implementing a new writing process through a writer's notebook.
- Constant collaboration with related Arts & Humanities class.
- Constant coverage of core content.

- Field trips to performances. (This year we have cut down due to the cost of gasoline.)
- Including dance into foreign language classes.
- Expanding French history in advanced classes, and bringing in various music, art, etc.
- Following up field trips to dance and drama problems with open response questions related to drama, music, etc.
- Give fewer tests and have those we give focus on application of knowledge.

Susan Norton reported for the Language Arts Department. She said that in writing scores on the CATS Assessment, novice scores are decreasing, and On-Demand writing shows a 15 percent increase. However, writing portfolio scores dropped two points. This is a concern and the department has analyzed and puzzled over why there is a difference in On-Demand and Portfolio scores writing. There is a need to focus on writing across the curriculum and to address editing and revising for purpose and awareness of audience. Reading was also identified as a significant problem. Informational and practical/professional reading scores were 1. Below the state mean. On student surveys, 55% report reading daily, 44% say they never use organizers and 70% say they are never rewarded for reading. Departmental recommendations include: 1) Read more, several of which are already in progress.

- A reading requirement as an exit standard.
- Provision of a variety of reading materials for all ability levels.
- Requirement of silent sustained reading daily with options for student choice.
- Students reading and analyzing various literary genres from multiple time periods and multicultural regions.
- Increased emphasis on informational, persuasive and practical/workplace reading.
- The department is developing new strategies as motivators for reading, i.e., contests, personal and public recognition, bulletin boards, etc.
- Utilizing technology to encourage student motivation for reading.
- Provide training in reading after school.

Debbie Coleman reported for the Social Studies Department. The overall score of 74 is the highest core content score for RCHS. Ms. Coleman explained that an increase in high novice and a decrease in high

apprentice scores equaled an overall drop, but we are above the state mean except for in government. This is attributed to the effects of the Global Studies class. Social Studies curriculum has now added governmental issues and is embedding arts and humanities. A lack of detail in students' answers is holding students back. The department reports that students need more general cultural examples to use in Open Response questions and more instruction in government. It was deemed a strength that there were no blank responses for open response questions and the percentage of distinguished responses were equal to the percentage for the state.

- Steps in the department's action plan include:
- Requiring specific details in daily assignments.
- Inclusion of a unit of study on US government in US History course as a refresher.
- Creating and using a blank test questions in professional department.
- Modeling successful answers for open response questions.
- Greater emphasis on world economics and culture in the sophomore World Civilization class.

Scott Adams reported for the Math Department. Math had the greatest drop of any core content area measured on the RCHS Spring 2000 CATS Assessment report. There were 15 to 16% more proficient and distinguished scores than in 1999. The department reports that students need more problem solving and critical thinking in preparation for the test. Mr. Singleton reported that during the Fall Scrimmage, some students who were entitled to receive modifications and accommodations did not receive them and, in other cases, some students received modifications and accommodations when they had not been receiving them on a regular basis throughout the year. The Department reported that students were tested with accommodations and did not receive them and that some students were not tested differently among teachers. Action Plan steps include:

- All math teachers attend regional and/or state math conferences.
- Maintain membership in NCMTM and participate in activities.
- All math classes participate in a common open response rubric item monthly.
- Teachers review various temporary materials to determine appropriate for our curriculum.

- Utilize math history stories and conversations among teachers to determine if students need to be in a particular class.
- Print Grades required for the Vocational Studies Department.

Practical Living scores for RCHS dropped about 11 percent from 1999 to 2000. Scores are below the state average. Only four percent of our students are meeting state standards. The Department's main concern is that students are not receiving the core content for this area. They also state that the timing of the test has no real world connection for the students at 10th grade level. The CATS Assessment Student Questionnaire shows that 90% of students said they thought they did well, while only four percent met the state average. The group reported that they came up with new way to address the timing of this problem and to be decided by the State Department of Education.

Adam Coleman made mention of a "restructured elective" to help get in Practical Living core content, but would not be decided until we are taught by the 10th grade for students to have it before they take the part of the CATS Assessment. Ms. Allen said that Academic Advisory is a good place to get in a lot of the Practical Living content. She said Ms. Darlene Martin has been doing a lot of that.

Suggested steps in an action plan to address departmental concerns include:

- Create a required course of nine weeks in that core content. This course would be taught by one of the vocational studies teachers.
- Require sophomores to take a restricted elective in either the Technical Education, Business Education or Agriculture Education Department.
- Set up an Academic Advisory program to cover the needed core content.
- Add a unit to the Practical Living requirement to cover the needed core content.
- Insistors work on completing the school consolidated plan strategies.

Darlene Martin reported for the Health and Life Skills Department. This department was previously called Practical Living. Practical Living scores dropped from 1999 to 2000. Only 4% of students met state standards. One of the most difficult or impossible reason the group identified was that last year the Practical Living class was only a nine week class. There is a concern that the total overall perception of Practical Living is not as good as it should be. Ms. Martin reported that we need to raise the bar for Vocational Education and also to give more information to the public on this topic. The department also recommends that Disease and Wellness be taught at the sophomore level. Debbie Coleman commented that this year the content that had previously been taught was not taught due to having the new Global Issues class. She said this probably had a negative effect on Practical Living scores. The department reports that students need more general cultural examples to use in Open Response questions and more instruction in government. It was deemed a strength that there were no blank responses for open response questions and the percentage of distinguished responses were equal to the percentage for the state.

Steps in the department's action plan include:

- Requiring specific details in daily assignments.
- Inclusion of a unit of study on US government in US History course as a refresher.
- Creating and using a blank test questions in professional department.
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- All math teachers attend regional and/or state math conferences.
- Maintain membership in NCMTM and participate in activities.
- All math classes participate in a common open response rubric item monthly.
- Teachers review various temporary materials to determine appropriate for our curriculum.

- Arrange an assessment schedule so that cascaded teachers test their own students.
- Work with and monitor test procedures to ensure that appropriate modifications and accommodations are applied.
- Utilize scoring and reporting procedures for Practical Education students' scrimmage results that are consistent with those used for all students.

Chairperson Allen thanked Department Chairs for their reports.

2. Second Reading/Approval of Library Selection Policy:

The Council reviewed the Policy for Selection and Distribution of Instructional Materials. There were no changes from the version that passed in the first reading. Cindy Anderson made a motion to approve the policy. Adam Coleman seconded. The Council approved by consensus.

3. Staffing:

At 7:21 p.m., Ms. Allen said the next issue is staffing. She called for the meeting to go into closed session as allowed by KRS 61.810. She requested that Mr. Noble remain in the council during the closed session. Adam Coleman made a motion to close the session. Cindy Anderson seconded. The session, closed by consensus.

At 7:37 p.m. the meeting resumed in open session. Adam Coleman made a motion to recommend Clay Collins as Softball Coach and Chris Hendrickson as Assistant Baseball Coach. Cindy Anderson seconded. The Council approved the motion by consensus. Ms. Allen further stated that an Assistant Softball Coach position has been posted.

4. Updated paper work on Coca Cola Baseball Club:

Chairperson Allen presented an Approval for School Trips form and reviewed changes of names and details of the Coca Cola baseball trip information. Chaperones are J.D. Russell and Adam Coleman. Payment for mileage and drivers is by the Day Out Club/Booster. The departure date is April 7 and the date of return is April 14.

5. CATS Rewards Information:

Chairperson Allen presented a Rewards Toolkit for the Community Accountability Testing System, dated December 2000. The kit included a Sample Process for Deciding How To Spend School Rewards. This document was provided by the Kentucky Association of School Counts. Ms. Allen said this is the third time RCHS has received rewards and that it will be the decision of the council on what to do with the rewards. KAS encourages councils to get input from parents, students and community members. Ms. Allen urged council members to review the toolkit and the thinking about it. All decisions must be made by May 15th, but encouraged by May 3rd.

Chairperson Allen also pointed out a handbook, which contained information on a listserve for school council members. This listserve allows SBDM trainers to post their training information, allows council members to communicate directly with trainers. The listserve will be used to communicate about SBDM issues. It is possible to subscribe to the listserve by going to the SBDM Home Page and click on the Subscribe to SBDM Listserve link at <http://www.kde.state.ky.us/ois/leaders/subscribe.htm>

6. Other A-21st Century Community Learning Center's Jefferson County:

Chairperson Allen presented a brief description on the Jefferson County's Material Resource Center, which the 21st Century Community Learning Center is proposing to provide for RCHS students. It is a comprehensive curriculum aligned with state standards. Students would work on it independently, using workbooks and tests. Work would be done in a classroom in the presence of a teacher or facilitator. Credit would be awarded for content learned in this way. This could be used by students who do not make up credit to graduate on time. There will be a student survey to determine courses in which students have most interest/need. Dana Singleton made a motion to approve the Jefferson County proposal. Ms. Cindy Anderson seconded. The Council approved by consensus.

7. Financial Report:

The Council reviewed the School Activity Funds report for December 2000. Connie Riddle questioned why the Budget Log, Budgeted profit and loss statement did not match with the Class of Month Balance and the Actual Cash Balance column. Ms. Noble explained this reflected a \$25,000 family contribution from generous families for the scholarship. Ms. Riddle said it did not seem to belong to the school. Jon Clouse, Certified Public Accountant, has audited these reports and Rickie Ray, District Finance Officer, worked with Dana Singleton to do-

sign the forms and process.

Connie Riddle asked if this (Activity Funds) report reflects the SBDM Council Allocation. Ms. Allen said it does not. Ms. Riddle said we need to see the status of the whole budget.

At 8:02 p.m. Paul Ahney made a motion to adjourn. Connie Riddle seconded. The Council approved by consensus. The meeting adjourned.

Respectfully Submitted,
Betty Jo McKimsey, Secretary
Ruth Allen, Principal

Broadhead SBDM Council Minutes

February 5, 2001

Present: Caroline Graves, Kathy Dyehouse, Kristi Reynolds, Mary Ann Chibbert, Katechka Cash, Pasty Alcorn and Ronnie DeMcure. Minutes from the January meeting were reviewed, updated and approved by consensus.

It was noted that only five computers were ordered at this time. The remaining five will be ordered at a later date.

Mrs. Lois Lawrence was hired as a full-time Instructional Assistant to fill the vacancy created when Kay Saffer accepted a different position. Mrs. Lawrence has received training from Kim Singleton in working with a special needs child. This training will be offered again later for others interested.

The council agreed by consensus to give support to Mrs. Satika to apply for the Family Resource grant so this program can continue at BES.

Mrs. Satika will be doing all of the scheduling of SBARAC meetings to eliminate any conflicts among staff that would need to attend these conferences.

VICA wins at Region

36 students from Rockcastle County Area Technology Center recently competed in Skill and Leadership contest at the South East Regional competition in Harlan, on March 2nd. They were given that opportunity as a result of winning their respective contests in local competitions in February. These participants and their contest names were as follows:

Jeffery Anglin, residential electricity O&C Team; James Thacker, residential electricity O&C Team; Scotty Vanwinkle, residential electricity O&C Team; Bryan Jones, welding O&C Team; Ron Cobb, welding O&C Team; Bruce Smith, welding O&C Team; Donald Bullock, automotive O&C Team; Jason Allen, automotive O&C Team; Clayton Powell, automotive; Kevin Miller, action skills; Jeremy Bowman, action skills; Justin Hall, action skills; Eric Poynter, industrial electricity O&C Team; J.L. Clark, industrial electricity O&C Team; Matt Mullins, industrial electricity O&C Team; Jeremy Davidson, O&C Team; Cobby Neal, Job Demo A; Darcy Clark, Job Demo A; Kevin Todd, prepared speech; Nick Renner, prepared speech; Jay Anderson, prepared speech; Billy Anglin, O&C Team (president); Robert Couch, O&C Team; James Allen Stanley, O&C Team.

Bulletin Board: 1st: Kayla Hayes, Job Demonstration: 1st Alex Martin

Job Interview: 1st Richard Sowder, Prepared Speech: 1st Nick Renner and 3rd Kevin Todd.

Residential Electricity: James Thacker and 3rd Jeff Anglin.

Industrial Electricity: J.L. Clark and 3rd Matt Mullins.

Action Skills: 1st Justin Hall, 2nd Jeremy Bowman and 3rd Kevin Miller.

Post Secondary Residential Electricity: 1st Kevin Navarre.

School Menus

Rockcastle County School Menus
March 26-30, 2001

Monday: Egg/chicken biscuit or cereal, biscuit/jelly, juice and milk.
Tuesday: Scrambled egg or cereal, toast/jelly, juice and milk.
Wednesday: Pancakes and syrup or cereal, toast/jelly, juice and milk.
Thursday: Breakfast pizza or cereal, toast/jelly, juice and milk.
Friday: French toast sticks and syrup or cereal, toast/jelly, juice and milk.

Lunch

Elementary & Middle School:
Monday: BBQ on bun or fish on bun, french fries, carrot sticks, peaches and milk.
Tuesday: Pizza or sandwich, potato wedges, mixed fruit, chocolate pudding and milk.
Wednesday: Corn/egg or chicken patty on bun, potato wedges, cole slaw, oranges and milk.
Thursday: Fried chicken, mashed potatoes with gravy, peas, biscuit, apple pie and milk.
Friday: Chili and crackers, sandwich, veggie salad, cherry cobbler and milk.

In March we are going to try something new at the RCHS Cafeteria. We will have a Red Rock Express Lane featuring hamburger or chicken sandwich with french fries on Monday & Tuesday and Pizza or breadsticks with corn and garden salad on Wednesday. A dessert and milk will be added to the Red Rock Express Lane. We will offer this menu every week on these days. This is just a trial period to see what the customers (the students) would like to have served for lunch. There will also be a weekly menu of other meals offered on the other lane.

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