

OHIO SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Kilbourne Middle School



Designated in 2006

- Kilbourne Middle School • Worthington City School District
- Franklin County • Ohio • Pam VanHorn, Principal
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2005-07 School Statistics

(Source: Worthington City Schools,
www.ode.state.oh/reportcard)

Community: Suburb of a large city
Enrollment: 354
Grade Levels: 7th and 8th
School Schedule: Period schedule with block days

Student Demographics

- 2% Hispanic
- 81% White
- 10% African American
- 4% Asian
- 3% Multi-racial

- 18% Free/Reduced Lunch
- 2% English Learners

2005 AYP: Met 4 of 4
2006 AYP: Met 5 of 5
2007 AYP: Met 7 of 8

School Characteristics and Replicable Practices

Academic Excellence

- A core block schedule with a period encore schedule for maximizing student achievement
- Assist period facilitates an end of day academic support time for all students to work with any teacher
- Enriched English, Algebra I and Geometry offered as classes for gifted and talented students
- Standards Based Technology Education integrated with Science Curriculum using a co-facilitator model.
- A Special Education Inclusion Model that features a co-teaching model.
- Foreign Language taken both years by 85% of students.
- Multiple Opportunities for Performing Music Classes.
- Research based literacy strategies implemented across all curriculum areas.

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Developmental Responsiveness

- Student, Parent, and Staff Predictor On-Line Surveys that align perceptions and help adjust school goals.
- Student opportunities to be heard include monthly “Chat Rooms” with the counselor and dean, focus groups on specific topics as well as the formal groups i.e. Leadership Club, Winner’s Choice club.
- The school is an avid participant in *Safe Schools* activities including a county wide crisis response exercise.
- “Open Door” policy for students to talk with principal, dean, and counselor.
- Interdisciplinary units through teaming that help students make connections to real life situations.
- Students with specific learning, social and emotional needs are regularly reviewed by team teachers and support personnel in Intervention Assistance Team Meetings.
- School offers a broad range of co-curricular activities changed yearly based on student interest.
- Exploratory classes offered in testing preparation, media literacy, information literacy, family and consumer science as well as classes in the arts and music.
- School Wellness program offers students opportunities for physical activity on a daily basis.
- Parents serve on the School Improvement Planning Team, participate in Principal Coffees and Book Talks.

Social Equity

- Systematic approach to interventions via the Intervention Assistance Team
- Alternative Assessments when appropriate for the student.
- Transition Program for students: Fall Institute, Cougar Crawl
- Use of layered curriculum, literacy based strategies and problem based learning.
- Evidence of student leadership and student voice: Leadership Club and Winner’s Choice Club.
- School developed a school climate based on the COUGAR CREED.
- Intervention Specialists and teachers work together in the regular education classroom (math and language arts) to provide direct instruction in the least restrictive environment.

Organizational Support

- Professional Development designed to support data driven school goals.
- Response to Intervention Assistance for students is data driven including individual data analysis, standardized test results and Value Added Data.
- Teacher evaluation process is centered on Charlotte Danielson’s Framework for Teaching. Goal setting is data driven and supports best practices tied to school goals.
- Portfolio team analyzes current school practices and provides framework for best practices to achieve school goals.
- No certified duties are applied to actual school day to preserve planning and instructional time.