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**T**he mission of District 180 is to build sustainable systems that will drive a continuous improvement approach to focus on student learning in each of Kentucky’s Priority Schools, Focus Schools, and Focus Districts. The vision of District 180 is for all students in Kentucky to be College and Career Ready upon graduating from high school. District 180 is committed to providing support and technical assistance to our schools and always welcomes feedback to improve our systems of support.

## From District 180 Message to the reader

Can you recall someone from your youth who impacted your life in a positive way through mentoring? It might have been your favorite teacher, a sports coach and/or the school counselor. That caring individual believed in you, so how do we recreate that mentoring connection for our youth today? Mentoring programs work towards affording youth the opportunity to connect with someone that can impact their lives in a positive way as well.

The article in this issue, “Mentoring Programs,” highlights the significance of mentoring and the variation of mentoring programs geared towards guiding and supporting our youth.

## Spotlight

### The Academy @ Shawnee’s mentoring program

The Academy @ Shawnee has been implementing a mentor program to its high school students for the past three years, with continued success every year. This program started in the fall of 2014 with 10 mentors and mentees (a 1-to-1 ratio), and has grown to 68 students and mentors for the 2016-17 school year.

**How it all got started:** Three years ago, the principal at The Academy @ Shawnee had a vision. Shawnee was identified as a persistently low achieving school; there was a student need for additional and individualized support, assistance in transitioning

from high school, help in post-secondary planning and goals and positive adult influences to help students become successful individuals. Students were referred by teachers, staff, parents or themselves to participate in the program.

**Today:** The Academy @ Shawnee has partnered with Big Brothers Big Sisters of Kentuckiana to assist with the mentoring program. Big Brothers Big Sisters has allowed an increase in student participants and collaboration with mentors. It has also allowed for an increased level of offerings, support,

communication and coordination for all individuals involved in the program. The 68 students are involved in three different mentoring programs at Shawnee.

Two programs, the School to Work Program and the School/Site-Based Program, are with Big Brothers Big Sisters. There are 53 students and mentors involved in School to Work, which focuses on job skills, career paths and graduation motivation in the mentor-mentee relationship. Eight students are involved in School/Site-Based, which focuses on guidance,

**The Academy @ Shawnee’s mentoring program** continued to page 2



inspiration and reaching full potential in the mentor-mentee relationship.

Seven other students are part of the mentoring program that are under the direction of Student Response Team Coach Erica Young. These students have either been part of previous year mentoring or are 18 years old and no longer qualify for Big Brother Big Sisters. Students participating are referred in the same way, and mentors are recruited and trained by Big Brothers Big Sisters. Mentors and mentees meet once a month as part of the program.

**Tracking Success:** Information is collected from a variety of sources in the mentoring program. There are regular check-ins with the mentor and mentee, as well as with the guardians of the students involved. Big Brothers Big Sisters collects surveys throughout the year from participants and guardians. Additionally, student participants' attendance, grades and behavior are monitored throughout the school year.

**More Information:** For additional information about the programs Big Brothers Big Sisters offers, visit [its website](#). For more information about the mentoring program at The Academy @ Shawnee, email [Erica Young](#).

## Mentoring Programs

*"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you." - Bob Proctor*

According to [The National Mentoring Partnership](#), mentoring is a structured and trusting relationship that brings young people together with caring individuals (adults) who offer guidance, support and encouragement aimed at academics and character development of the mentee. Often in the field of education mentoring is infused within our work. A typical day in the world of education may consist of some form of role modeling, teaching, coaching and advising.

Positive youth development research has long demonstrated that youth benefit from close, caring relationships with adults who serve as positive role models (Jekielek, Moore, & Hair, 2002, as cited in [Youth.Gov Mentoring](#)). Mentoring connections can be formal or informal and can take place in a variation of settings that include the workplace, schools, online-mentoring, rehabilitation facilities, faith-centered organizations and community-based settings.

Mentoring programs generally serve the following broad purposes:

[Archived: Mentoring-U.S. Department of Education](#)

- **Educational or academic mentoring** helps mentored youth improve their overall academic achievement.
- **Career mentoring** helps mentored youth develop the necessary skills to enter or continue on a career path.
- **Personal development mentoring** supports mentored youth during times of personal or social stress and provides guidance for decision making.

In the school setting, informal mentoring and formal mentoring programs are significant components that guide and support our youth through academic achievement, career-path and social development.

Current research on advising /mentoring programs has shown that a well- developed, comprehensive program can also serve to reduce dropout rates, raise graduation rates and help pave the way for students to seek post-secondary pursuits after high school (Schanfield, 2010; Hodges, 2010, as cited in [Your Future Ahead: Advising Program Tool Kit](#))

Mentoring programs are not one-size-fits-all; they vary in structures to meet the needs of the mentee and/or group of mentees and the mentor/organization. Some mentoring program structures include

### Save a date!

**Educational Recovery Staff Meeting**

May 15

Hilton Hotel, Lexington

**Mike Rutherford Training**

May 16

Hilton Hotel, Lexington

**Persistence to Graduation Summit**

June 14-15

Rupp Arena, Lexington

**Educational Recovery Institute**

July 24-26

Galt House, Louisville

**Kentucky Association of School Administrators (KASA)**

July 27-28

Galt House, Louisville

traditional mentoring, group mentoring, team mentoring, peer mentoring and e-mentoring. In [How to Build a Successful Mentoring Program Using the Elements of Effective Practice](#) the mentoring program types are described as:

- Traditional one-to-one mentoring – One-to-one mentoring places one adult in a relationship with one youth. At a minimum, the mentor and mentee should meet regularly at least four hours per month for at least a year. There are exceptions – such as in-school-based mentoring, which coincides with the school year – and other types of special mentoring initiatives.
- Group mentoring – Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time.
- Team mentoring – Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than 1-to-4.
- Peer mentoring – Peer mentoring provides an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. The mentoring program usually specifies activities that are curriculum-based. These youth mentors serve as positive role models.
- E-mentoring – E-mentoring connects one adult with one youth. The pair communicate via the Internet. Some programs arrange face-to-face meetings. Often the mentor serves as a guide or advisor in school- or career-related areas.

## Professional Learning

### **2017 Persistence to Graduation Summit**

The Kentucky Department of Education's Division of Student Success is excited to host the second annual **Persistence to Graduation Summit in Lexington June 14-15**. This year's summit will include a poverty simulation to help educators gain a deeper understanding of how poverty affects Kentucky students. Additionally, all summit sessions will feature Kentucky schools and strategies that have been successful in (re)engaging students in a path to graduation. [Click here](#) or email [Donna Deal](#) for additional information, or [click here](#) to join their listserv.

### **National Olweus Bullying Prevention Program Trainer Certification Course**

KDE, in partnership with Safe and Humane Schools Clemson University, will host the Olweus Bullying Prevention Program Trainer Certification Course on June 20-22. The Olweus Program is a comprehensive approach that includes schoolwide, classroom, individual and community components. It is designed and evaluated for use in elementary, middle and high schools (grades K-12). The program has been found to reduce bullying among students, improve the social climate of classrooms and reduce related antisocial behaviors, such as truancy. [Click here](#) for a link to additional information, or [click here](#) for the registration link. You may also email [Sherri Clusky](#) or [Victoria Fields](#) for more information.

### **Arts Integration Academies**

The Kentucky Center for the Performing Arts and KDE will present five newly-designed Arts and Arts Integration Academies this summer. The Academies include:

- Arts and School Leadership, Louisville, June 12-16
- Music and Literacy (high school level), Danville, June 19-22
- Arts and Assessing Creative Work, Hopkinsville, July 17-21
- Arts, Spanish and Culture, Ashland, July 24-25
- Arts, Spanish and Culture, Hazard, July 27-28

## We want to hear from you!

We want to hear from you! Our next District 180 newsletter will be released in July. If you have news related to Priority or Focus schools or ideas for future articles, we would love to include them in our newsletter to showcase the success of hard work and dedication in or Kentucky schools.

Please send all information and/or feedback to [Thalia Salgado](#).

Teachers are paid a stipend to attend. The application window is now open and the deadline is April 15. [Click here](#) for further information and the application form.

## **Summer 2017 professional learning opportunities**

The Partnership Institute for Math and Science Education Reform (PIMSER) is offering a number of professional learning opportunities this summer. **Click on the title for the link to additional information and/or registration.**

### **Increasing Student Engagement (K-12), June 22-23; \$250**

Create a classroom where everyone is engaged, thinking and learning! In this two-day session, participants will learn strategies that increase student engagement and promote critical thinking skills – both of which are essential to students’ conceptual understanding of content. Participants will leave with strategies that can be applied to any content at any grade level.

### **Toolkit for Improving Your Instructional Practice (K-12), June 30; \$75**

The Instructional Practice Toolkit (IPT) is designed for use by coaches and instructional leaders to help Kentucky teachers, and those who support teachers, build understanding and experience with College and Career Readiness (CCR) standards-aligned instruction. Learn how to recognize and support effective teaching and learning practices that reflect the specific shifts of CCR standards and develop shared, complementary expertise across districts, schools, and classrooms. Develop a common language and set of expectations for identifying shifts-aligned instruction, planning, and analysis of student work.

### **ACT Math Boot Camp (8-12), June 15-16; \$200**

Develop course intervention strategies and student support systems that move away from a single focus on last minute test taking tips. Work collaboratively to create challenging growth goals for your students and develop instructional strategies to empower and engage all students utilizing critical components of the College and Career Readiness Standards.

# **Data Tips**

## **Student data notebooks**

Student data notebooks are a great tool in self-directed learning. Student data notebooks support students in goal-setting, self-monitoring and boost student ownership in the learning process. These notebooks generally include the student’s academic goals, learning targets and action plans to support classroom and personal learning.

Several Kentucky Schools have implemented student data notebooks as best practice in supporting continuous improvement for the student learning process. Students at East Carter High School (Carter County) utilize math data notebooks to track and monitor; mathematics academic goals, college and/or career readiness. The video below depicts a student expressing how data notebooks have impacted her as a learner.

### **Video: Student Data Notebooks**

East Carter High School student Emily Boggs describes the components of the student data notebook. She discusses how she uses her data notebook and its impact on her as a learner. Emily shares the importance of goal setting, tracking her progress and communicating her next steps for learning.

## Quote of the Day

*“If you have a chance to accomplish something that will make things better for people coming behind you, and you don’t do that, you are wasting your time on this earth.”*

- Roberto Clemente

## Regulations Related to District 180

(Priority Schools, Focus Schools and Focus Districts)

703 KAR 5:260 Implementation of Intervention options in priority schools and districts

703 KAR 5:190 Assistance to Low Achieving Schools

703 KAR 5:225 School and district accountability, recognition, support, and consequences

KRS 160.346 Persistently Low-Achieving Schools and School Intervention



### District 180 Staff

Tara Rodriguez, Branch Manager  
tara.rodiguez@education.ky.gov

Jessica Catron, Program Consultant  
jessica.catron@education.ky.gov

Kristie Kelly, Administrative Specialist  
kristie.kelly@education.ky.gov

Thalia Salgado, Program Consultant  
thalia.salgado@education.ky.gov

Laura Loman, Administrative Specialist  
laura.loman@education.ky.gov

Office of Continuous Improvement and Support  
Division of Consolidated Plans and Audits  
300 Sower Blvd.  
Frankfort, KY 40601  
District 180 Office Phone (502) 564-2116