



KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

Adairville School



Designated: 2004, 2007, 2010, 2013

Adairville School

- Logan County Public Schools, Kentucky
- Principal: Katina Kemplin
- School Address: 226 School Avenue
Adairville, KY 42202
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School Statistics

Community: Small rural community in southwest Kentucky

Enrollment: 119 in grades 6-8

Grade Levels: P-8

School Schedule: Seven period day plus flex and lunch periods

Student Demographics

7.56% Latino/Hispanic
82.35% White
8.41% African American
1.68% Other

47% Free/Reduced Lunch
2 English Learners

2012 AYP: **

2011 AYP: 10/9

2010 AYP: 10/10

2009 AYP: 10/10

**As a result of the waiver KY received AYP was not

School Characteristics and Replicable Practices

Academic Excellence

- Interdisciplinary connections are made between and among the various content areas.
- Academic expectations are clearly communicated to students with the use of 'I Can' statements.
- Teachers use appropriate academic vocabulary in all classes.

- RTI addresses the individual needs of students in math and reading. Students receive remediation, supplemental work, or enrichments based on their need as determined by analyzing a variety of testing data.
- Teachers provide academic assistance when students need it (e.g., before and after school, during planning time, ESS).
- A no zero policy is in place and enforced for students. Students missing work are required to stay for Friday school to make up their work. Students with all work completed are rewarded with Cardinal Character free time on Friday.
- Teachers are provided time (e.g., lunch time, Friday early release, school release day) for meeting together to discuss curriculum, plan instruction, and analyze assessments.
- Both formative and summative assessments are used regularly to monitor student understanding and progress.
- Teachers use a variety of instructional strategies (e.g., technology, foldables, projects, inquiry, group work, differentiation, task rotation, hands-on activities, organizers) to engage students and make learning fun.
- G/T students tutor other students, are allowed to push ahead, and are challenged through the enrichments in FLEX/RTI time.

Developmental Responsiveness

- Building long-lasting relationships with students is a priority as teachers realize how important these relationships are to the success of their students.
- Teachers often attend out-of-school activities to show support for their students.
- A wide variety of extra- and co-curricular activities (e.g., boys and girls basketball, cheerleading, Academic Team, volleyball, archery, Girl Scouts, Beta Club, 4-H, yearbook, math club, jazz band) provide opportunities for students to develop interests and enhance skills.
- There are numerous student recognitions for multiple areas (e.g., Wall of Fame banner, Character Counts Student of the Month, honor roll, athletics, Recognition Assembly, articles in local paper).
- The middle grades are housed together in a part of the building away from elementary students.
- During the early morning assembly student accomplishments are recognized through the CARDS program.
- The Principal's Advisory Council gives students a voice in the decision-making and problem-solving processes of the schools.
- A Cardinal comment mailbox located by the principal's office provides students with a way to anonymously express suggestions and concerns.
- All of the adults in the building have an open door policy and students are comfortable talking with the adults.
- Some students are tutoring and working with elementary students or helping in the FMD classroom.
- New students are assigned a buddy to help them adjust and become familiar with their new school.
- Students are provided choice in their assignments and assessments.

Social Equity

- All parents feel welcomed at the school and are comfortable talking to teachers and administrators.
- The FRYSC sponsors a parent volunteer program with scheduled volunteer days and is starting a Watch DOG program.
- All students are respected, valued and appreciated for who they are as all are part of the Adairville family.
- The PTO provides additional resources to the school for supporting student learning.
- The school hosts various programs for parents (e.g., Family Fun Night events, Back to School night, science fair).
- A variety of means are used to communicate school happenings and student progress to parents (e.g., agenda books, electronic newsletter, All Call, school website, parent/teacher/student conferences).
- Through the Rachel's Challenge program, the Essential 55, and the Character Word of the Month students are constantly reminded to respect and value each other. The adults in the building model this for students in their interactions with each other and with the students.
- Teachers work to remove barriers to learning by collaborating with various service providers (e.g., social workers, psychologists, Life-Skills counselors, school nurse, interpreters).
- With limited cultural diversity in the school and community the school is making students aware of different cultures by Skyping with people all over the world and by offering Chinese as a class.
- Behavior expectations have been communicated to students and are enforced through the use of marks and reward time.
- A safe, welcoming environment exists for all students at Adairville.

Organizational Structures and Processes

- Leadership fosters the nurturing, caring feeling that radiates throughout the school.
- Through district efforts the school has Friday release time that is used for professional learning, curriculum planning, and reflecting on practices.
- Teacher leadership initiatives are empowering teachers and enabling school practice to be sustained.
- Leadership has set an expectation of continuous improvement that permeates the culture of the school. Teachers are committed to continuous improvement and moving the school forward.
- Adults in the school model life-long learning for the students (e.g., teacher book study, teacher leadership initiative).
- The school collects and analyzes data from varying sources to inform decision-making.
- There is strong district support for the middle grades and all that is needed to meet the needs of young adolescents.
- Through a partnership with a state university the school is able to offer Chinese to students.
- Middle grades teachers have common planning time.
- The district provides professional development that focuses on improving teaching and provides time for teachers to work together.
- The school is the heart of the community and is a source of pride for all.