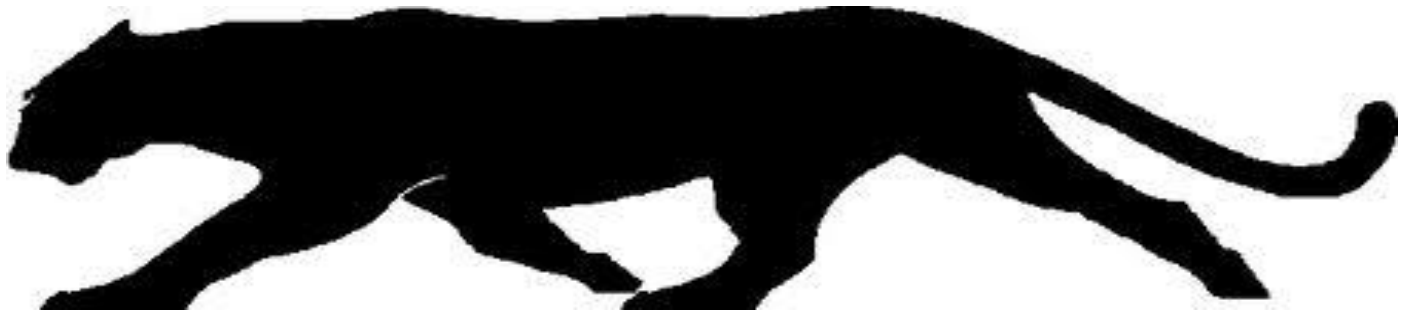


# What Works in Math

Donald E. Cline Elementary

Campbell County Schools

“Whatever It Takes”



# Donald E. Cline Elementary

- Campbell County Schools
- 380 students- preschool through fifth grade
- Third through fifth grades departmentalize
- Over 50 % free and reduced lunch
- 2010 Blue Ribbon School of Excellence
- School of Distinction
- 2013 K-PREP math score 97%

# Today's Session Will Cover:

- Curriculum
- Differentiation
- Growth Mind Set
- Assessment
- Motivation

- Students become engaged immediately upon entering the classroom (8:00-8:30 am), even though this is not considered part of the school day



# Curriculum

- No math program has everything you need to reach every student on every standard.

## **What does this mean?**

- It means that you will need to add, remove and change lessons if you want to reach all of your students.

# Where do I get supplemental lessons?

- Internet
  - Google
  - Pinterest
  - Compass Learning
- Other teachers
- KCCT Coach Books and other publishers
- My own creativity

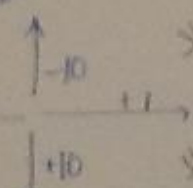
# 3<sup>rd</sup> Grade Common Core Standards

## Operations and Algebraic Thinking

Standards	Dates Taught				
<p><b>3.OA1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each.</p>					
<p><b>3.OA2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>					
<p><b>3.OA3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>					
<p><b>3.OA4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>					
<p><b>3.OA5</b> Apply properties of operations as strategies to multiply and divide.</p>					
<p><b>3.OA6</b> Understand division as an unknown-factor problem.</p>					
<p><b>3.OA7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>					
<p><b>3.OA8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>					
<p><b>3.OA9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>					

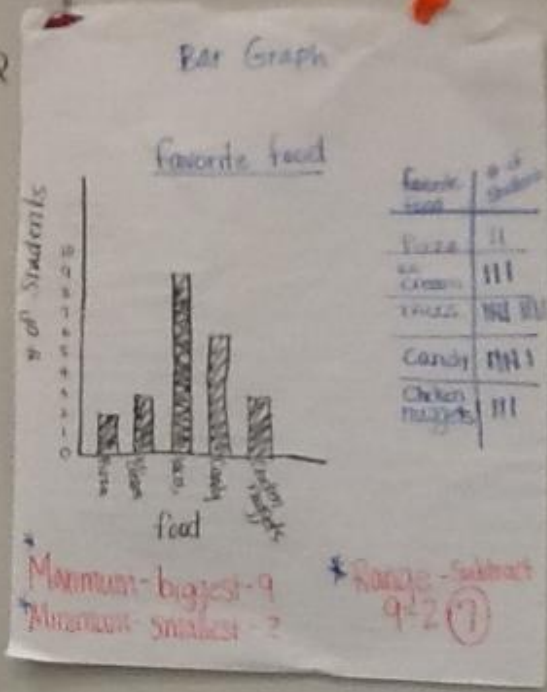


# CONCEPT WALL

**DANCE**  
 Number Grid Shuffle  
 Number Grid  
  
 \* 10 more hit the floor  
 \* 10 less jump on your chest

## Class Number Grid

-8	-7	-6	-5	-4	-3	-2	-1	0
2	3	4	5	6	7	8	9	10
12	13	14	15	16	17	18	19	20
22	23	24	25	26	27	28	29	30
32	33	34	35	36	37	38	39	40
42	43	44	45	46	47	48	49	50
53	54	55	56	57	58	59	60	
63	64	65	66	67	68	69	70	
73	74	75	76	77	78	79	80	
83	84	85	86	87	88	89	90	
93	94	95	96	97	98	99	100	
103	104	105	106	107	108	109	110	



Difference - Subtract  
 1 Subtract two #'s  
 2 bigger you add  
 3 smaller you subtract

Name: Coll  

12
2+10
12-2
12-11

 twelve  
 Dip  
 2+6  
 3+3  
 \* Finding the Equivalent

## Vocab

Bar graph  
 Pictograph

Equivalent  
 dollar-cent notation

Kind of

Get It!

Nope



# Differentiation

Some ways we differentiate in math are with:

**Pretests**- any student that makes an A on the pretest will not do the class work the other students do during that unit. Instead, they will work on alternate lessons, projects or technology programs.

**Entrance Slips**- If a student makes a 100% on an entrance slip they will work on an alternative lesson for that day, such as problem solving or higher level work that is found online or from other publishers

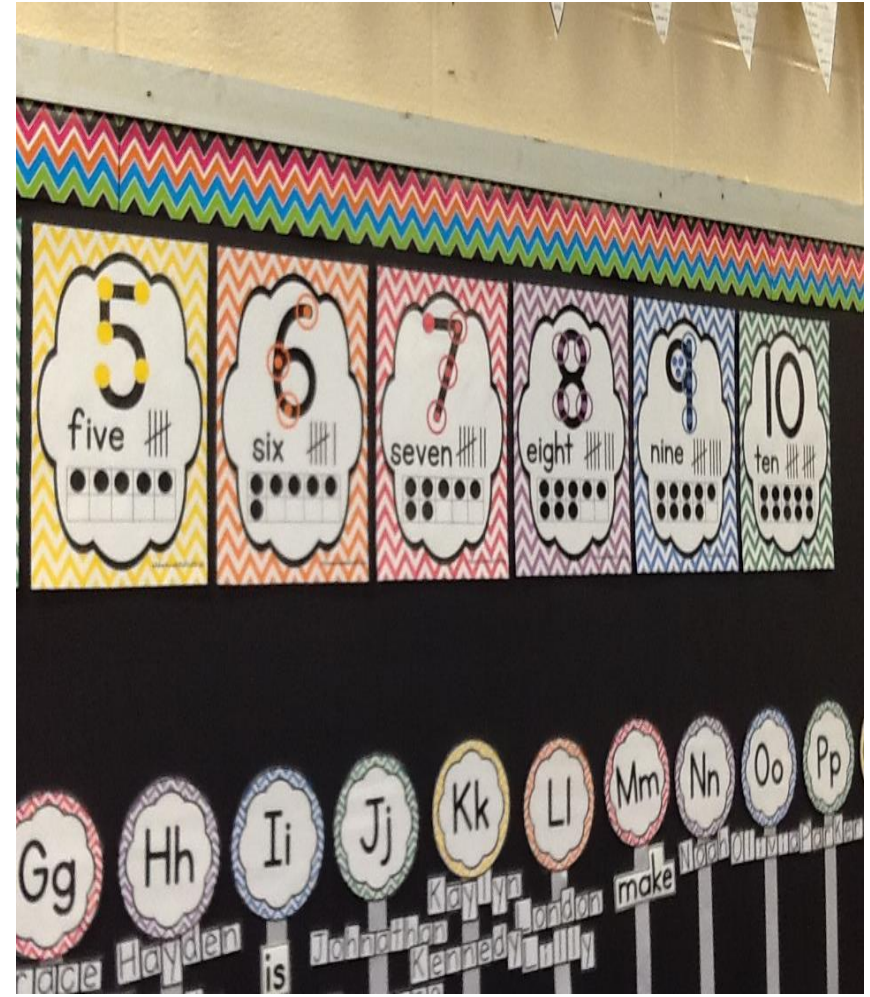
**Computer Programs** - Compass Learning

**Centers**

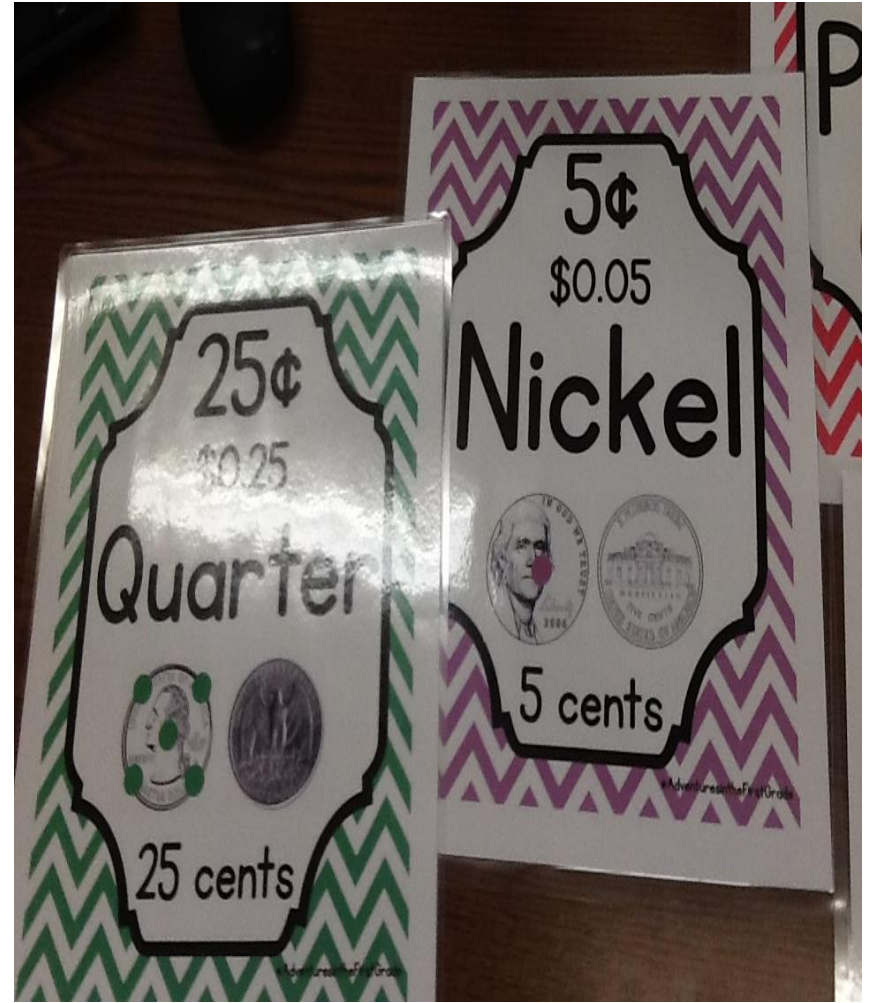
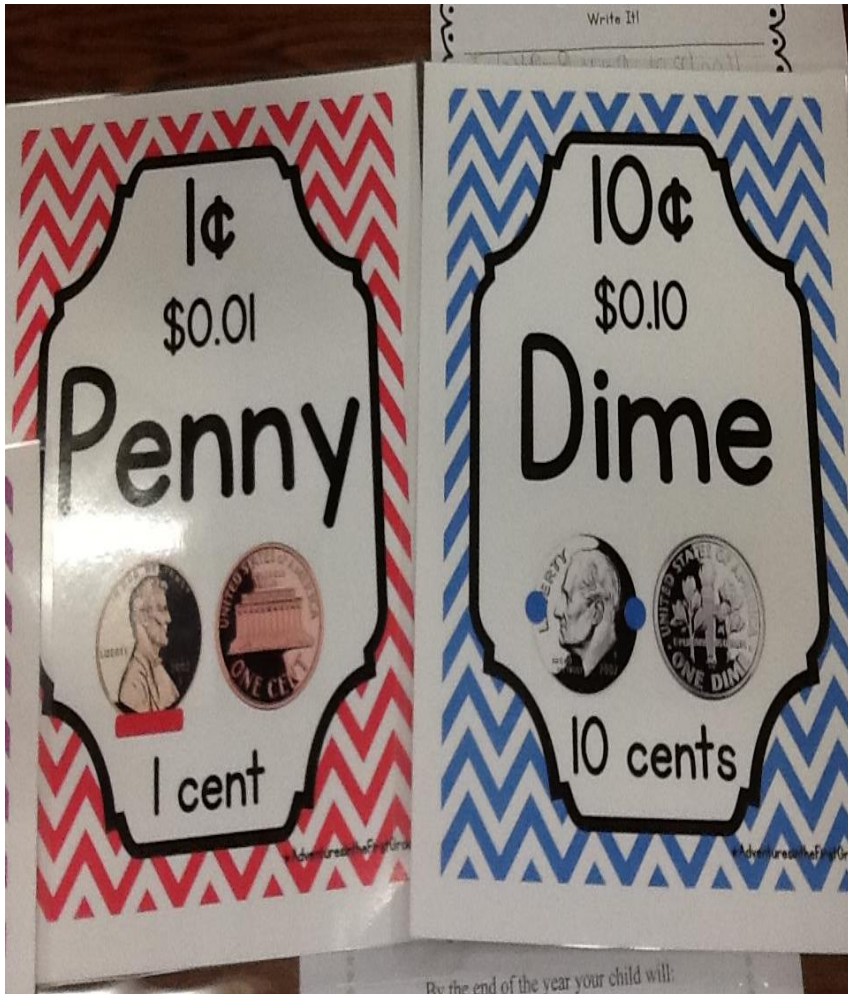
**Touch Points Numbers**

**Touch Points Money**

# Touch Point Numbers



# Touch Point Money



By the end of the year your child will:



# Touch Point Money



# Growth Mind Set

- At our school, growth mind set is a way of life.
- This is done first by letting students know:
  - That while grades are important, growth is just as important.
  - That it is ok to be wrong because we can learn from being wrong. (this creates a safe environment for students who are afraid of being wrong)
- It is also done by **goal setting**. **Goal setting:**
  - is a part of everyday routine.
  - involves the principal, the counselor, the teachers, and the students.
  - Helps students set personal goals, academic goals, end of unit goals, weekly goals, and daily goals.

# S.S.S

## Student Success Skills

Focuses on three key skill sets:

- learning skills
- social skills
- self-management skills.

Skills are developed using strategies from five skill building areas, including:

- Goal setting and progress monitoring
- Creating a caring, supportive, and encouraging classroom
- Performing under pressure/managing test anxiety
- Memory skill
- Story structure/positive student story telling

TODAY IS Monday

SUBJECT	ASSIGNMENT	DUE
MATH	2 sheets math test wed	COMPLETE <input type="checkbox"/>
SCIENCE		COMPLETE <input type="checkbox"/>
SOCIAL STUDIES		COMPLETE <input type="checkbox"/>
ENGLISH/ LANGUAGE ARTS	<i>gh</i>	COMPLETE <input type="checkbox"/>
READING		COMPLETE <input type="checkbox"/>
SPELLING		COMPLETE <input type="checkbox"/>
Goal	= 90% on math test	COMPLE <input type="checkbox"/>
Action Plan	= Pay attention	COM <input type="checkbox"/>

**THINGS TO REMEMBER!**  
Take Home *gh*

Teacher Messages

# Kaizen

(Recited daily by student body)

Little by Little

Bit by Bit

I'm Improving Everyday!



Chris

Goal - Note- Subject Math

Unit tested 1

Goal for Unit 95%

Did you reach your goal? yes

Reason you did/did not reach goal:

listened in class

Next Unit 2

Goal for unit 98%

Strategies to reach goal:

1. Do homework
2. listen in class
3. Ask questions

I have stated my goals and how I will strive to meet them

Alexis	Alissa	Malcy	Alexis	Jenna	Cameron	Abby	Aman	Hilary	Ian	Spencer
Jan	Alvira	Michael	Chloe	Jason	Michael	akoda	Brayden	Shane	Seren	Branlon

Look how we improved

My math MAP score was: \_\_\_\_\_

My math goal is: \_\_\_\_\_

Points needed to meet my goal: \_\_\_\_\_

My reading MAP score was: \_\_\_\_\_

My reading goal is: \_\_\_\_\_


Points needed to meet my goal: \_\_\_\_\_

### I'm shooting for the target...

Name: [Redacted] 3<sup>rd</sup> Grade

School Year: [Redacted]

Math			
222			
220			
218			
216			
214			
212			
210			
208			
206			
204			
202			
200			
198			
196			
194			
192			
190			
188			
186			
184			
182			
180			
178			
176			
174			
172			
170			
	Fall	Winter	Spring



Math Map Scores		
192		
Fall Benchmark	How I did	
	191	
199		
Winter Benchmark	My Goal	How I did
	197	
204		
Spring Benchmark	My Goal	How I did

What I'm going to do to help myself improve:

- Fall \_\_\_\_\_
- Winter \_\_\_\_\_
- Spring \_\_\_\_\_

# Assessment

- Assessment is rigorous and intentional.
- Some types of assessments used are:
  - **Formative** (entrance/exit slips, quizzes, centers, MAP):
    - on going
    - used to drive learning
    - most assessments used are formative
  - **Summative** (end of unit, KPREP):
    - Done to summarize learning

- Weekly review tests with constructed response (this was used with a bubble sheet and timer for practice)
- Wrong answer analysis on unit test
- Exit slips or some sort of daily assessment after the math lesson –done daily
- Flashbacks before lesson
- Three dots (Three scaffold questions)
- My Favorite No

# My Favorite No

[https://www.youtube.com/watch?v=Rulmok\\_9HVs](https://www.youtube.com/watch?v=Rulmok_9HVs)





# Wrong Answer Analysis

**MATH Wrong Answer Analysis** Name \_\_\_\_\_

Question Number: \_\_\_\_\_  
I chose the answer \_\_\_\_\_  
because \_\_\_\_\_  
I know that the correct answer is \_\_\_\_\_

SHOW	TELL
------	------

Question Number: \_\_\_\_\_  
I chose the answer \_\_\_\_\_  
because \_\_\_\_\_  
I know that the correct answer is \_\_\_\_\_

SHOW	TELL
------	------

Question Number: \_\_\_\_\_  
I chose the answer \_\_\_\_\_  
because \_\_\_\_\_  
I know that the correct answer is \_\_\_\_\_

SHOW	TELL
------	------

Question Number: \_\_\_\_\_  
I chose the answer \_\_\_\_\_  
because \_\_\_\_\_  
I know that the correct answer is \_\_\_\_\_

SHOW	TELL
------	------

**Wrong Answer Analysis**

1. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

2. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

3. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

4. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

5. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

6. I got # \_\_\_\_\_ wrong. I put \_\_\_\_\_ and the correct answer is \_\_\_\_\_. I know this answer is correct because: \_\_\_\_\_

# Interactive Math Journals

- Math logs are invaluable to student learning. Students can use these for almost every math activity in the classroom.

Journal info and uses:

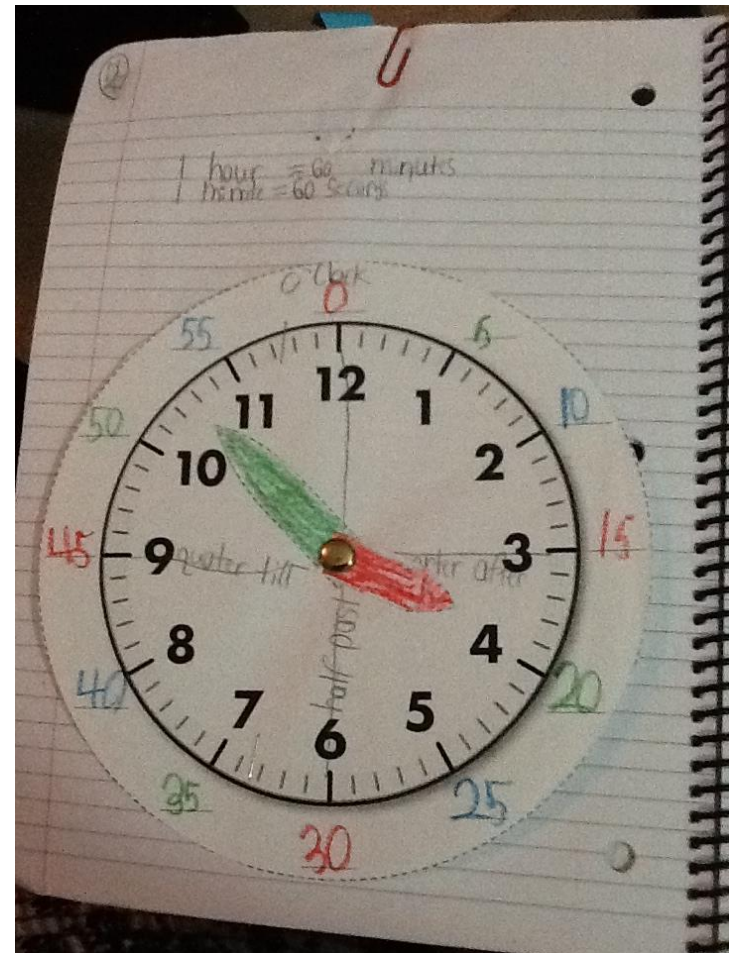
- 1) Writing Prompts for math– math journal writing
- 2) Warm up problems (often includes reflections, explanations, or quick review/mental math)
- 3) Note-taking with examples
- 4) Problem-solving (groups or individual)
- 5) Math-thinking explanations
- 6) Informal assessment



# Interactive Math Journal

Table of contents

Number Grid	1
Clock	2
Bar graph	3
Start and change	4
Frames and arrows	5
Pictograph	6
Tracks	7
What's My Rule	8
Adding subtracting	9
Subtraction poem	10
Gas room measurement	11
Polygons	12
Area and perimeter	13
Conversions	14
MD Fact table	15
place value	16-18
Geometry	19
Polygon	20
clue words	21
	22
	23
	24
	25
	26
	27
	28
	29
	30



Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

**LESSON 1-12** **Frames and Arrows**

1. Rule  $+3$

$20 \rightarrow 23 \rightarrow 26 \rightarrow 29 \rightarrow 32 \rightarrow 35$

---

2. Rule  $+5$

$36 \rightarrow 41 \rightarrow 46 \rightarrow 51 \rightarrow 56 \rightarrow 61 \rightarrow 66$

---

Rule  $+12$

$116 \rightarrow 128 \rightarrow 140 \rightarrow 152 \rightarrow 164 \rightarrow 176$

---

Rule  $-9$

$161 \rightarrow 152 \rightarrow 143 \rightarrow 134 \rightarrow 125 \rightarrow 116 \rightarrow 107$

Steps to find Rule  
 1. subtract # together  
 2. Bigger +  
 Smaller -

Tricks

zero

$710 = 700 + 10$   
 $200 + 100 = 300$   
 $2000 + 100 = 3000$

$100 = 100$   
 $200 = 200$   
 $3000 = 3000$

$11 = 11$   
 $53 = 53$   
 $6 = 6$

$2 = 2$   
 $3 = 3$   
 $4 = 4$   
 $5 = 5$   
 $6 = 6$



# Subtraction Poem

## Subtraction Poem

More on top?  
No need to stop!

$$\begin{array}{r} 58 \\ - 5 \\ \hline 53 \end{array}$$

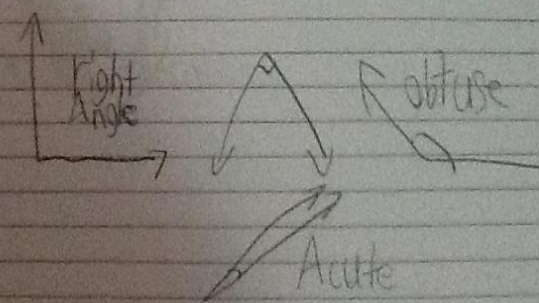
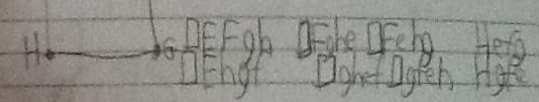
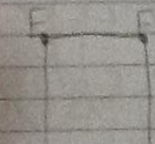
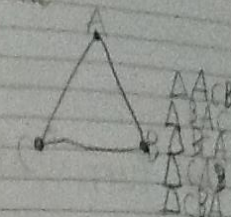
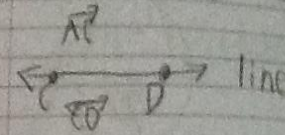
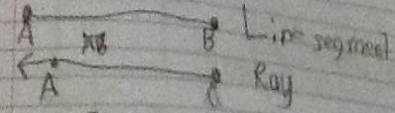
More on the floor?  
Go next door...  
and get 10 more!

$$\begin{array}{r} 55 \\ - 8 \\ \hline 47 \end{array}$$

Numbers the same?  
Zero's the game!

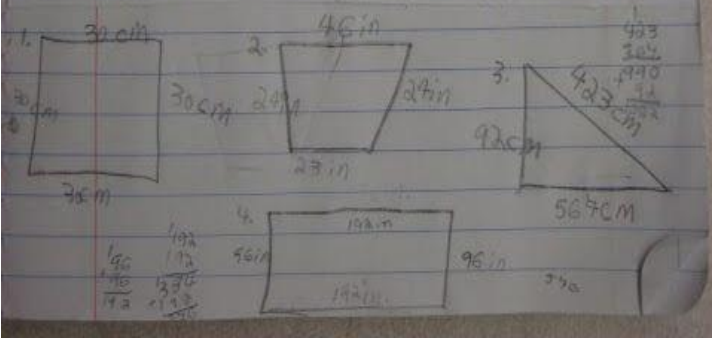
$$\begin{array}{r} 58 \\ - 8 \\ \hline 50 \end{array}$$

# Geometry



12/3/12

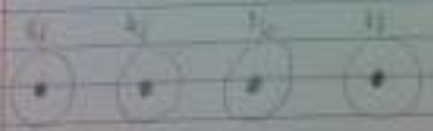
<b>Definition</b> Total distance around something.	<b>How to find it</b> - add the lengths of all of its sides
<b>Examples</b> 1. $30 + 30 + 30 + 30 = 120\text{cm}$ 2. $46 + 23 + 20 + 23 = 112\text{cm}$ 3. $423 + 567 + 990 = 1980\text{cm}$ 4. $192 + 192 + 96 + 96 = 576\text{m}$	<b>Real-World Use</b> - fence - building - around a yard - design clothes - making blanket (sow) - window



Multiples

1	2	3	4	5	6	7	8	9	10
10	12	14	16	18	20	22	24	26	28
20	24	28	32	36	40	44	48	52	56
30	36	42	48	54	60	66	72	78	84
40	48	56	64	72	80	88	96	104	112
50	60	70	80	90	100	110	120	130	140
60	72	84	96	108	120	132	144	156	168
70	84	98	112	126	140	154	168	182	196
80	96	112	128	144	160	176	192	208	224
90	108	126	144	162	180	198	216	234	252

A store has CDs for \$2 each



The price of buying CDs can multiply 1, 2, 3, 4, ...

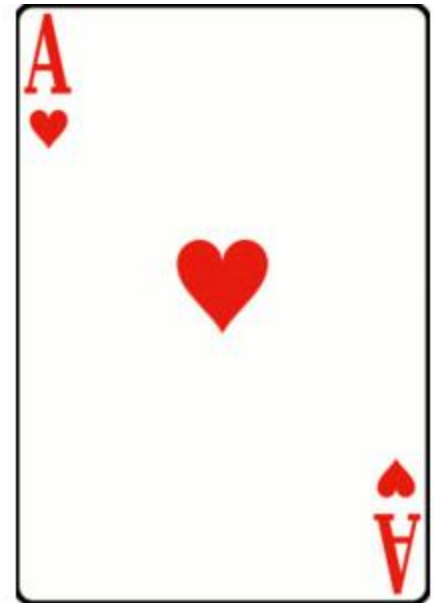
# Constructed Response

## A.C.E. Method

A: Answer

C: Computation

E: Explain



# Constructed Response

- Model, Model, Model
  - Live Scoring
  - Partner scoring
  - One of the centers
- 
- Constructed Response is done once a week at the beginning of the year and increases in frequency as the year goes on.

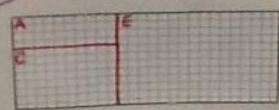
... IS NOT wear spacesuit! • How far is space?

# ACE

your  
Constructed  
Response!



Score  
a  
2!



- A**nswer all parts of the question
- C**ompute and show all work
- E**xplain your thinking





**A** Answer the Question Correctly!

**C** Pick the Correct operation! plan:  $+ \cdot x |$  draw picture, chart, formula, equation, graph

**E** Explain all your steps & why you chose them! How does your solution answer the problem? Use an **ESTIMATE** to show how it is correct.

*Handwritten notes:*  
 show all work in problem such as drawing chart, equation  
 20 = 1 Equation  
 Words  
 (2)

*Sticker:* We LOVE Constructed Responses and We Can ACE them!

Mrs. Allen had 2 Kisses, Blake stole one.  
 A. How many did she have left?  

Peer Response to Constructed Response:

My name \_\_\_\_\_  
 Writer's name \_\_\_\_\_

Yes No

- A** – The question is answered correctly.
- C** – The correct information is used from the graphs, text, or diagram.
- E** – Every part of the answer is explained.

In the explanation supporting details are given to make clear why that **PARTICULAR** answer was given.

*Thought bubble:* Author must have all three!!!

The person went back and answered all parts of the question.

Total points for each "Yes:" \_\_\_\_\_

# Writing in Math

- Journal writing prompts in math using the interactive math notebook
- Writing prompts
- Constructed Response question

<http://www.k-5mathteachingresources.com>

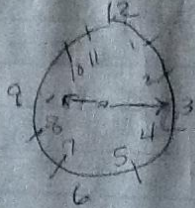


Task	Domain	Standard	Math Journal Task
1	Operations and Algebraic Thinking	3.OA1, 3.OA2	Using the numbers 3, 6, and 18 write a multiplication story and a related division story. Show how you would solve each number story.
2		3.OA2	A teacher wants to place her 24 students into groups with an equal number in each group. How many different ways can the teacher group the students?
3		3.OA2	There are 16 apples to be put into bowls. Each bowl must have the same number of apples. How many different ways can the apples be put into bowls?
4		3.OA2	Choose one of the following numbers: 18, 20, or 28. Suppose that this many musicians in a marching band were getting ready for a parade. How many different ways could they arrange themselves in equal rows?
5		3.OA2, 3.OA3	After listening to <i>100 Hungry Ants</i> choose one of the following numbers: 12, 24, or 36. Suppose that this many ants were going to a picnic. How many different ways could the ants arrange themselves in equal rows? Show as many different solutions as you can.
6		3.OA3	After listening to <i>The Doorbell Rang</i> choose one of the following numbers: 16, 24, or 32. Suppose that you had this number of cookies. How many friends could you share them with so that you all had an equal share? Show as many different solutions as you can.
7		3.OA3	I solved a multiplication number story and got an answer of 16. What might the number story have been?
8		3.OA3	I solved a division number story and got an answer of 7. What might the number story have been?
9		3.OA3	The product of two numbers is 24 and their sum is less than 15. What might the two numbers be?
10		3.OA4	Sam rolled two dice and multiplied the results. He got a product that was an even number. What numbers might Sam have rolled?
11		3.OA5	Jess says that 4 groups of 8 are less than 8 groups of 4. Is Jess correct? Explain your thinking.
12		3.OA5	Lisa showed two different ways to use the distributive property to find the product of $12 \times 7$ . What might they have been?
13		3.OA5	Sarah says the product of $2 \times 3 \times 4$ is less than the product of $4 \times 3 \times 2$ . Is Sarah correct?
14		3.OA5, 3.OA1	Write your own multiplication story for $13 \times 6$ . Show two different strategies that you could use to solve this problem.
15		3.OA6	Mary knows that $4 \times 6 = 24$ . How can she use this to find the answer to this problem: 24 cookies are divided into 4 bags. How many cookies are put in each bag? Explain your reasoning.



Mr. Smith arrived at work at 9:15 a.m. If he spent 35 minutes driving to work what time did he leave home? Explain your thinking.

A He left home at 8:40 am.

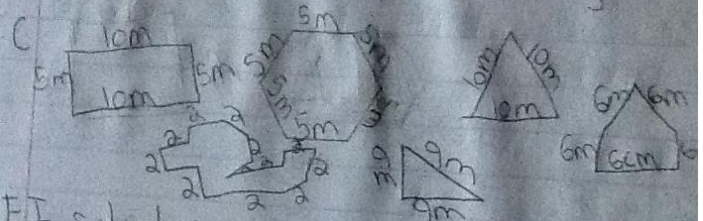


9:15	15 min
9:05	10 min
8:55	10 min
8:45	10 min
8:40	5 min

E I solved my answer by counting back 35 min. from 9:15 am and I got 8:40 am.

Mr. Brown is designing a fence to go around the perimeter of a vegetable patch. He has 30 meters of fencing. What are some possible designs?

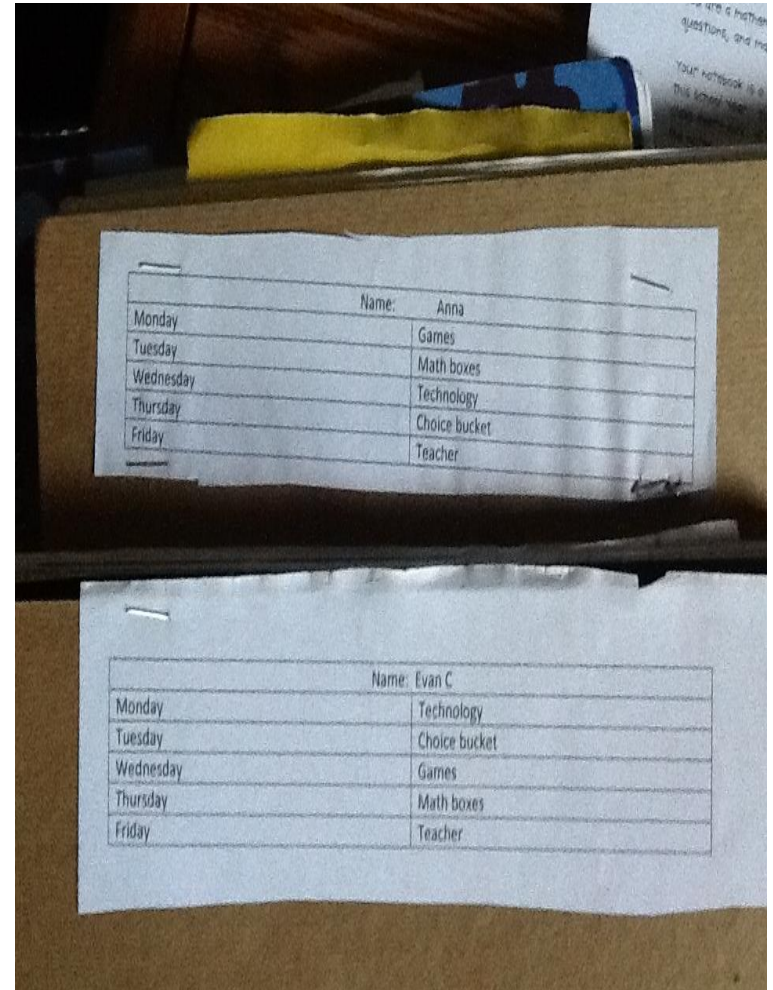
A I can make 3 possible ways.



E I solved my answer by adding up the meters to get 30 meters. I came up with a rectangle garden, a hexagon garden, and a triangle garden.

# Math Centers

- Students are placed in groups based on RTI scores from MAP and flexible groups
- Excel program helps place students in these groups
- Each student has their own schedule



- Teacher directed station is based off of the MAP scores and we use DesCartes to help guide the instruction.
- To track student progress on standards we use a checklist and just put initials next to the standard that needs help
- Centers run with collaboration from special education teachers and parent volunteers

# Math Centers

- 1 center a day for twenty minutes
- Five centers a week

## Centers include:

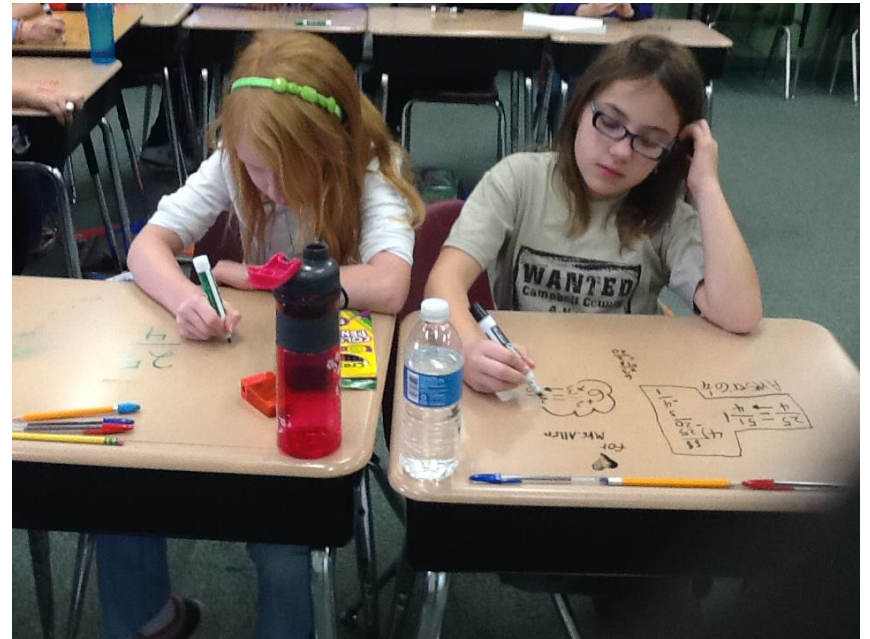
1. Teacher directed
2. Computers—Compass Learning
3. Math boxes
4. Choice bucket
5. Games/Apps



# Motivation

The best way to  
motivate kids is by  
making math fun.

# Letting them write on their desks!



# Engagement activities

Videos

Songs (multiplication, money, odd/even...) and movements

Rhymes

Fraction pizzas

Area and perimeter names and robots

Plickers : [www.plickers.com](http://www.plickers.com)

Games (Tower of Power, Capture the Island, Bazinga, Ghost)

Basketball

# Fact fluency

## Multiplication incentive parties

**Multiplication Fluency Test** Name \_\_\_\_\_

Date _____	Date _____	Date _____	Date _____
2 x _____ = _____	4 x _____ = _____	12 x _____ = _____	2 x _____ = _____
5 x _____ = _____	11 x _____ = _____	3 x _____ = _____	9 x _____ = _____
12 x _____ = _____	3 x _____ = _____	8 x _____ = _____	1 x _____ = _____
3 x _____ = _____	9 x _____ = _____	4 x _____ = _____	10 x _____ = _____
9 x _____ = _____	12 x _____ = _____	9 x _____ = _____	8 x _____ = _____
11 x _____ = _____	5 x _____ = _____	7 x _____ = _____	12 x _____ = _____
4 x _____ = _____	2 x _____ = _____	1 x _____ = _____	5 x _____ = _____
8 x _____ = _____	7 x _____ = _____	11 x _____ = _____	0 x _____ = _____
0 x _____ = _____	10 x _____ = _____	2 x _____ = _____	6 x _____ = _____
6 x _____ = _____	1 x _____ = _____	5 x _____ = _____	11 x _____ = _____
10 x _____ = _____	6 x _____ = _____	0 x _____ = _____	3 x _____ = _____
7 x _____ = _____	8 x _____ = _____	10 x _____ = _____	7 x _____ = _____
1 x _____ = _____	0 x _____ = _____	6 x _____ = _____	4 x _____ = _____
_____ x 8 = _____	_____ x 4 = _____	_____ x 5 = _____	_____ x 7 = _____
_____ x 2 = _____	_____ x 9 = _____	_____ x 10 = _____	_____ x 3 = _____
_____ x 6 = _____	_____ x 8 = _____	_____ x 8 = _____	_____ x 1 = _____
_____ x 9 = _____	_____ x 6 = _____	_____ x 1 = _____	_____ x 11 = _____
_____ x 4 = _____	_____ x 2 = _____	_____ x 3 = _____	_____ x 4 = _____
_____ x 1 = _____	_____ x 0 = _____	_____ x 9 = _____	_____ x 10 = _____
_____ x 12 = _____	_____ x 1 = _____	_____ x 12 = _____	_____ x 2 = _____
_____ x 7 = _____	_____ x 3 = _____	_____ x 2 = _____	_____ x 6 = _____
_____ x 10 = _____	_____ x 7 = _____	_____ x 8 = _____	_____ x 10 = _____
_____ x 3 = _____	_____ x 11 = _____	_____ x 4 = _____	_____ x 12 = _____
_____ x 0 = _____	_____ x 12 = _____	_____ x 6 = _____	_____ x 9 = _____
_____ x 5 = _____	_____ x 10 = _____	_____ x 11 = _____	_____ x 5 = _____
_____ x 11 = _____	_____ x 5 = _____	_____ x 7 = _____	_____ x 8 = _____
% Correct _____	% Correct _____	% Correct _____	% Correct _____
Now study _____ multiplication facts	Now study _____ multiplication facts	Now study _____ multiplication facts	Now study _____ multiplication facts
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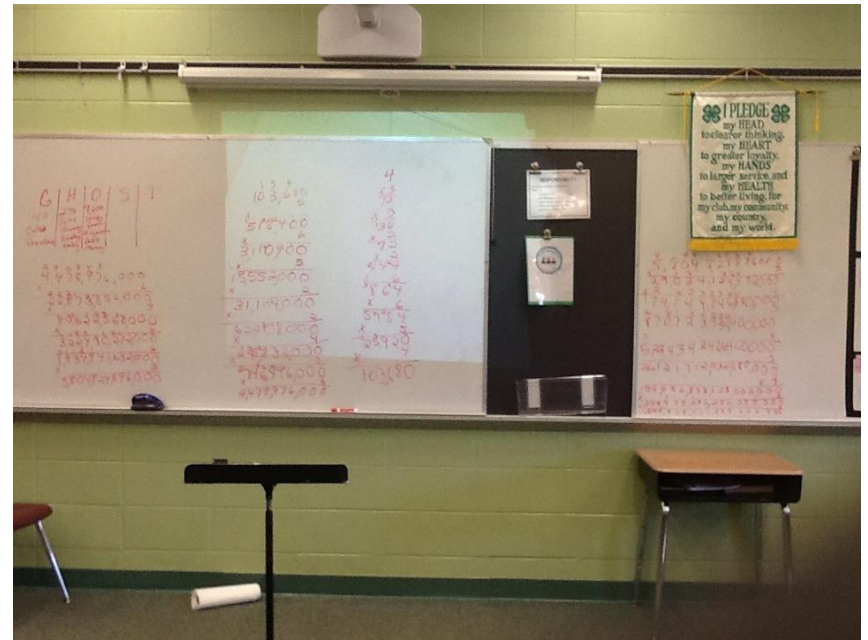
**Multiplication Practice** Name \_\_\_\_\_

for \_\_\_\_\_

1. _____ x _____ = _____	6. _____ x _____ = _____
2. _____ x _____ = _____	7. _____ x _____ = _____
3. _____ x _____ = _____	8. _____ x _____ = _____
4. _____ x _____ = _____	9. _____ x _____ = _____
5. _____ x _____ = _____	100% Correct? Yes No

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# Playing Games/ Singing and Moving



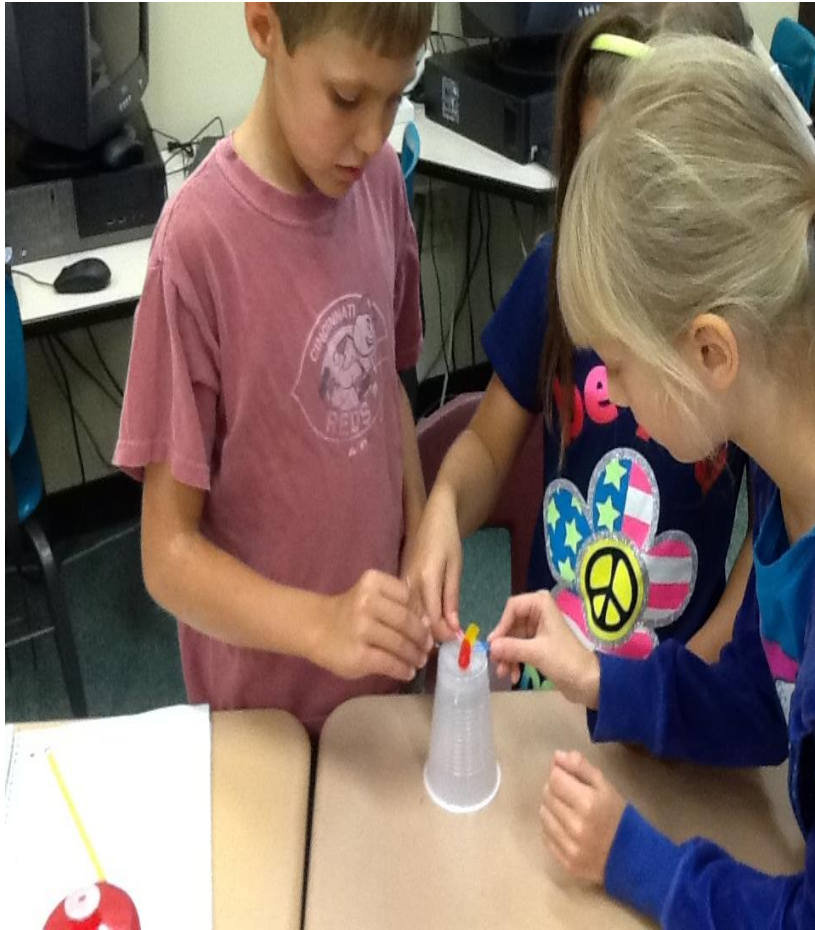


# Team Building Activities

## Can You Save Fred?

- Teambuilding activities to help classroom become a trusting place.
- Students need to know that they can speak up and be wrong!
- These types of activities help students think creativity.
- The first week of school we talk about the characteristics of being a mathematician.
  1. Making mistakes
  2. Perseverance
  3. Working together
  4. Coming up with strategies

# Examples of Teambuilding



# Websites and Apps

- [www.xtramath.com](http://www.xtramath.com) fact practice
- [www.visualfractions.com](http://www.visualfractions.com) fractions
- [www.ixl.com](http://www.ixl.com) examples for each standard
- Compass learning
- [www.shepardsoftware.com](http://www.shepardsoftware.com)
- Brain Pop Jr.
- Math Blaster games online
- Fun Brain math games online
- Education Galaxy App
- Blue Ribbon Math App
- Geo Board App
- Jungle Add 1 (Touch Math)

# Contact Information

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