

Kansas City Public Schools and Department of Elementary and Secondary Education

October 18, 2018

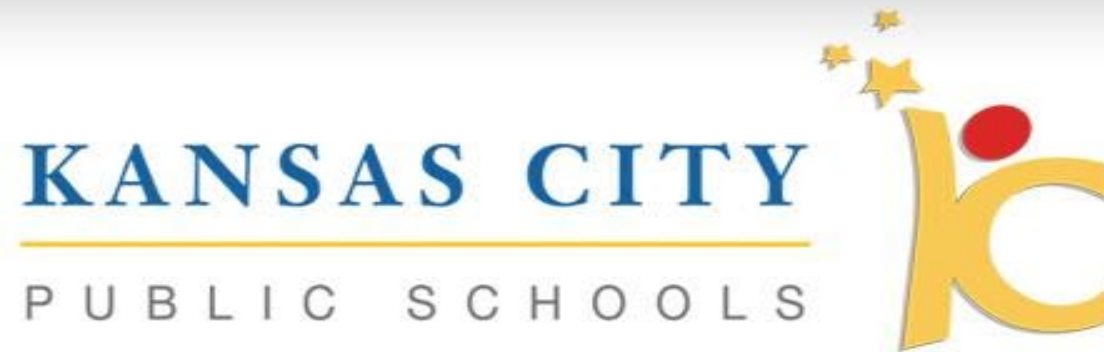


Strategic Plan

Strategic Priorities are the programs, targeted solutions, or continuous improvement initiatives which, when fully implemented, will facilitate the accomplishment of the Goals. Each priority has a corresponding set of Key Actions or specific strategies and milestones

Accountability Review and Monitoring Plan

Dr. Christy Harrison



Strategic Plan

Pillar C: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority 8: Professional Development and Collaboration

Pillar C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority 9: Capable Empowered Leadership

Pillar D: Data Informed, Effective and Efficient Systems

Strategic Priority 11: Equitable Resources

KCPS Focus Schools Plan Approval Process

- Approval Process Time Frame:
May 2018 – August 2018
- School improvement plans updated according to recent needs assessment data.
- Goal setting
 - Individual conferences
 - Site visits
 - Cohort meetings
 - District Level Departments (Coordination of Efforts Meetings)

Seven Step Improvement Plan Process



Building Readiness

- On Wednesday, August 9, 2017, the Kansas City Public School Board approved the Strategic Plan that we have been working on since January 2017.
- This Strategic Plan/CSIP is a 5 year plan 2018-2023.



Collecting and Analyzing Data

- EOC, M.A.P, 90/90 reports, Parent Involvement Survey Data, i-Ready Data
- 3 year trends identified
- Strengths and Areas of Focus: Information gathered from individual school site data and needs assessment meetings
- School Progress Rubrics
- School Leadership utilizes the district's data warehouse Tyler Pulse which works in conjunction with the District's School Information System, Tyler SISK-12 (Pulse allows leadership to monitor school attendance, discipline and grades in nearly real-time).

Selecting Goals Based on Data

- Revise/Refine Development Goals & Work Out Annual Targets for the Following Year
 - How well are we doing?
 - How do we compare with similar schools?
 - What more should we aim to achieve this year?
 - What must we do to make it happen?
 - How will we take action and review progress?

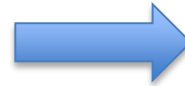
Investigating Research Based Practices

- Study (Principal PLC Cluster Meetings, KCPS Departmental Book and Research Study Groups)
 - Analyze Data
 - Set Goals
 - Set Measurable Objectives
 - Research Best Practices

Creation of the Accountability Plan

Processes

Develop action plan for strategies and activities



Define methods for monitoring and evaluation



Products

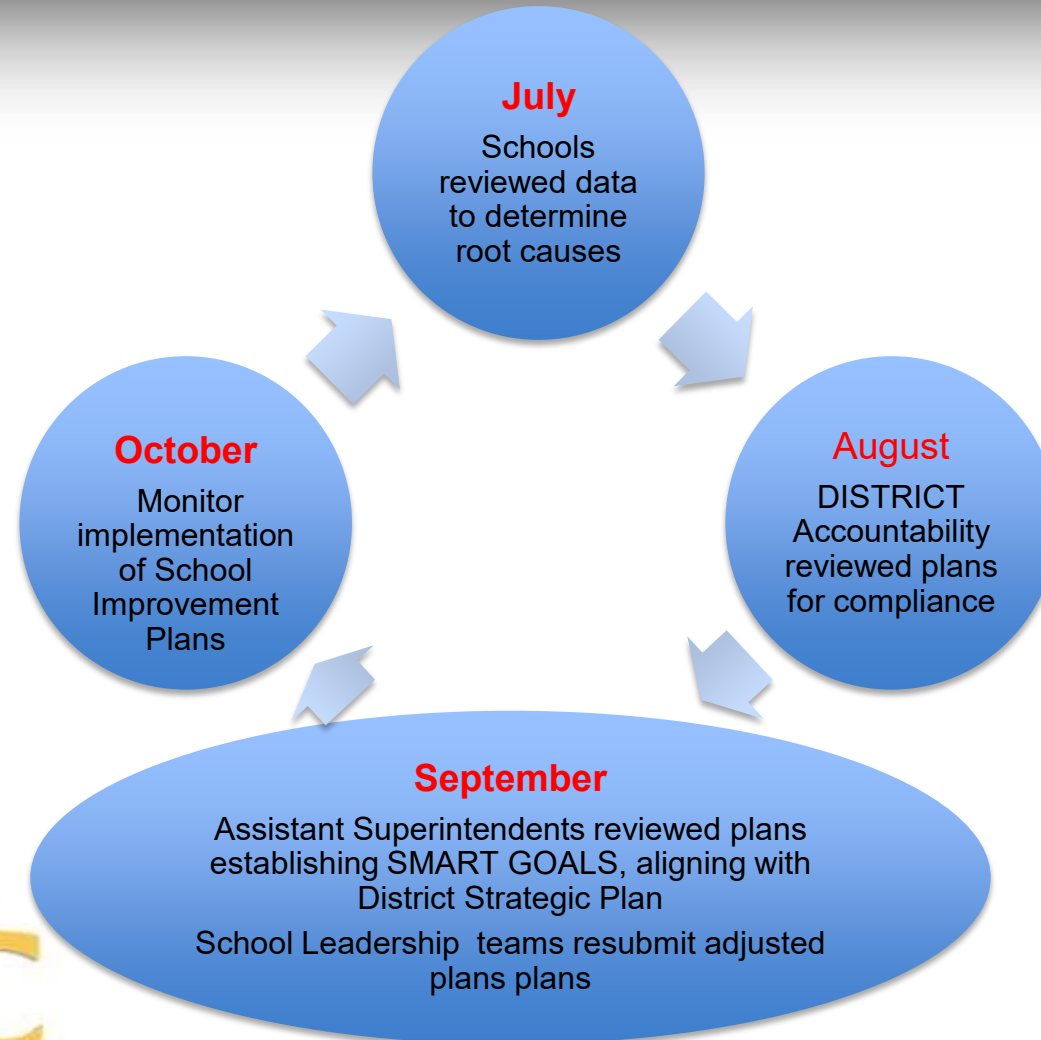
Goals Management

School Improvement Plan

Implement and Monitor

- Coordinate teaching practices and systemic efforts to :
 - 1) promote students social, emotional, cognitive, and civic competences and
 - 2) improve climate towards a safe, caring, participatory, responsive school community
- Identify gaps between current and expected student performance
- Document and share successes, challenges, and implications
- Use information for next short-and long-term steps
- Reevaluate schools' strengths and challenges; update plan as needed
- Identify successes and build on past efforts

Evaluate Effectiveness & Sustain Efforts



District Support and Accountability

- CIPD will implement, monitor, and adjust interventions
- School Leadership will assist in the determined target areas for improvement and develop a shared vision to focus school improvement efforts
- Federal Programs will ensure Title I budget allocations are setup to match individual school needs based on Focus Plan Needs Assessments.
- Research and Assessment will analyze and document student performance results. Communicate and use the results for further improvement.

Questions?

Summer School

Dr. Christy Harrison



Strategic Plan

Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority 2: Focus on teaching high standards, rigorous curriculum and reliable assessments.

Pillar B: Safe Climate and Strong Relationships with Families and Community

Strategic Priority 4: Safety Nets

Strategic Priority 6: Community Partnerships

Pillar D: Data Informed, Effective and Efficient Systems

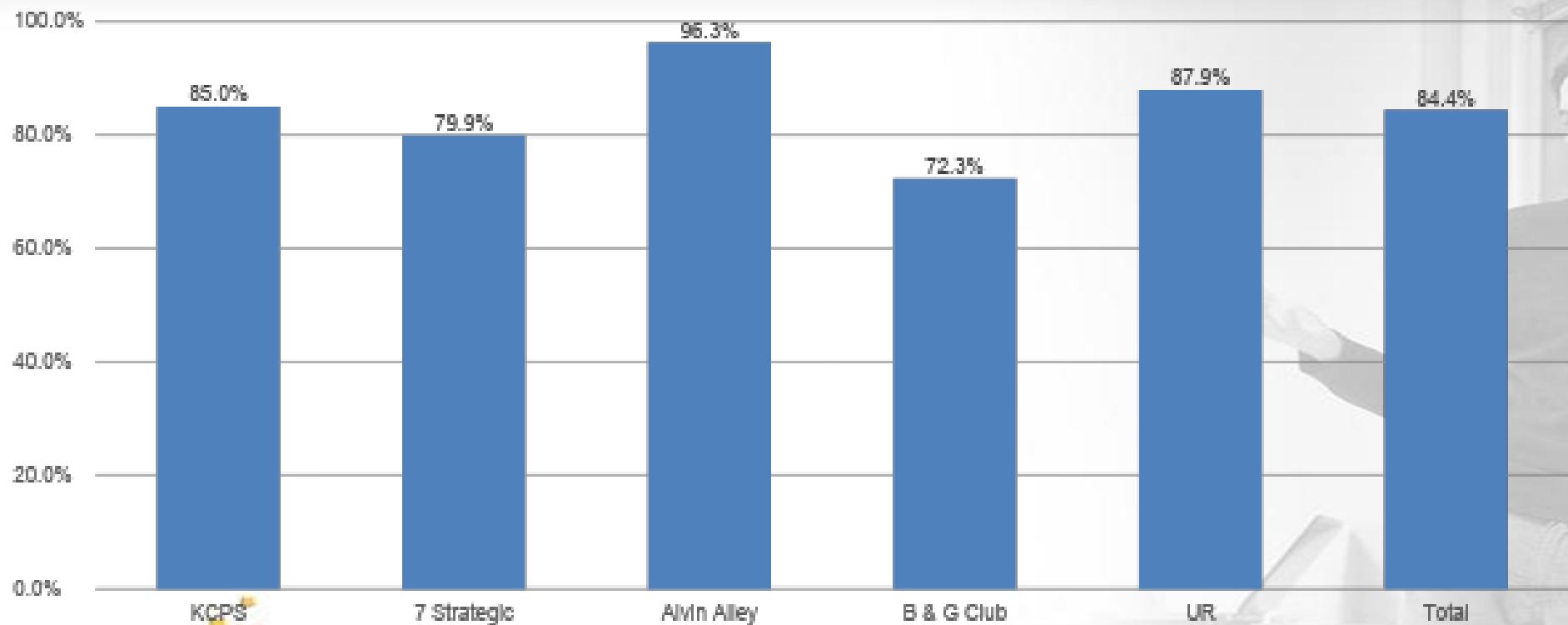
Strategic Priority 10: Planning, Accountability and Celebrations

Enrollment

Site	2017 Enrollment	2018 Enrollment
KCPS	1770	3761
Boys and Girls Club	2034	504
Upper Room	2852	1592
Alvin Ailey	45	33
7 Strategic	498	406
Other	62	0
Total Enrollment	7261	6296

Attendance Data

SY18 Summer Average Percent Present



SB319 Students

Board Policy 1.1 .1. All scholars will demonstrate proficient or advanced performance on state assessments. Scholars demonstrating basic or below basic performance will demonstrate significant academic growth each school year.

SB319 Students	84 - 4 th Grade Students
Attended Summer School	49
Promoted to 5 th Grade	40
Retained in 4 th Grade	9
Did not attend Summer School	35

Students not promoted were re-evaluated using i-Ready and will receive a targeted reading improvement plan for SY2019.

High School Courses

Traditional Credit Recovery

English 9-12

Algebra I

Government

Biology



High School Attainment Courses: Original Credit

Blended Learning Courses

American History

Personal Finance

World History

Chemistry

Speech

Physics 1st

Geometry

Algebra II

Graphic Design 1

College Admissions

Foundation of Art 1

Ceramics and Sculpture 1

ACT Prep

American Government

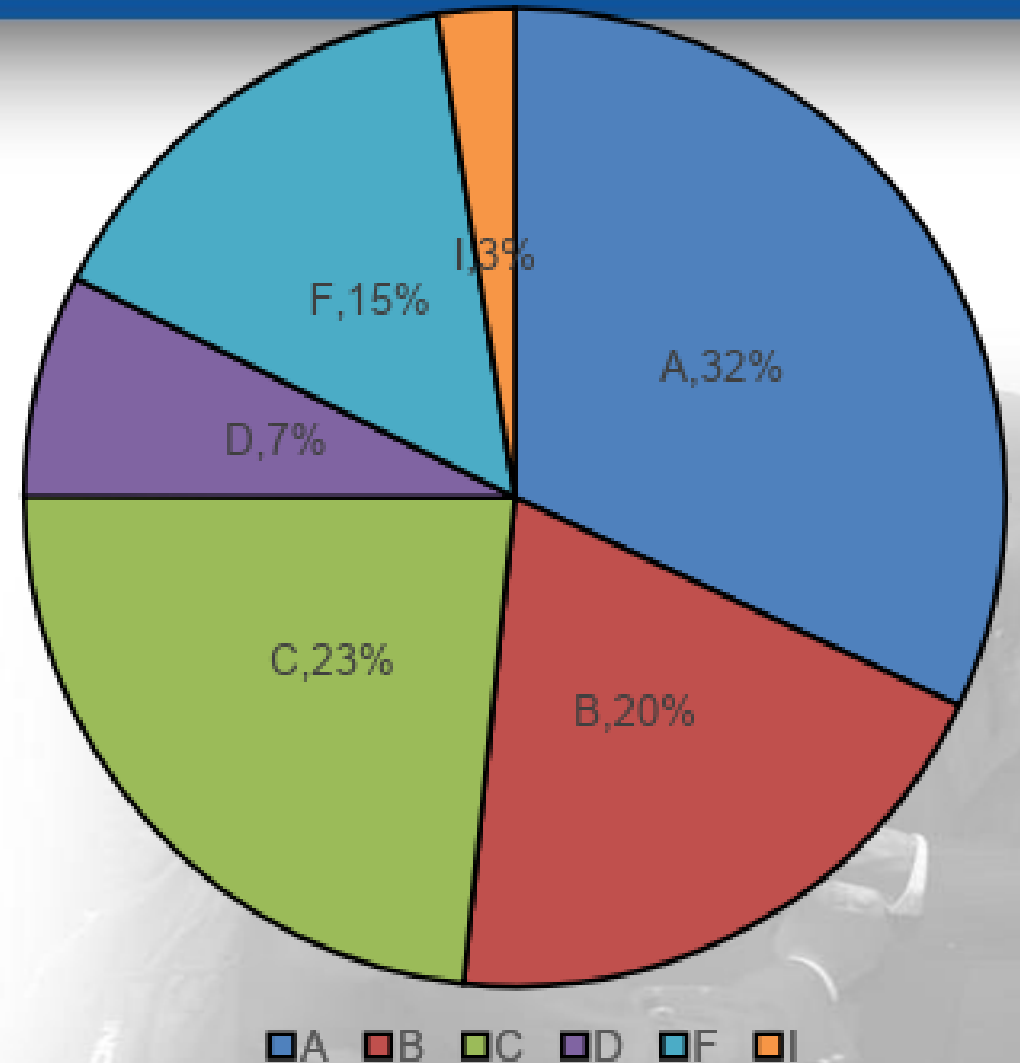
Health and Physical Education

Additional Virtual Courses as Needed

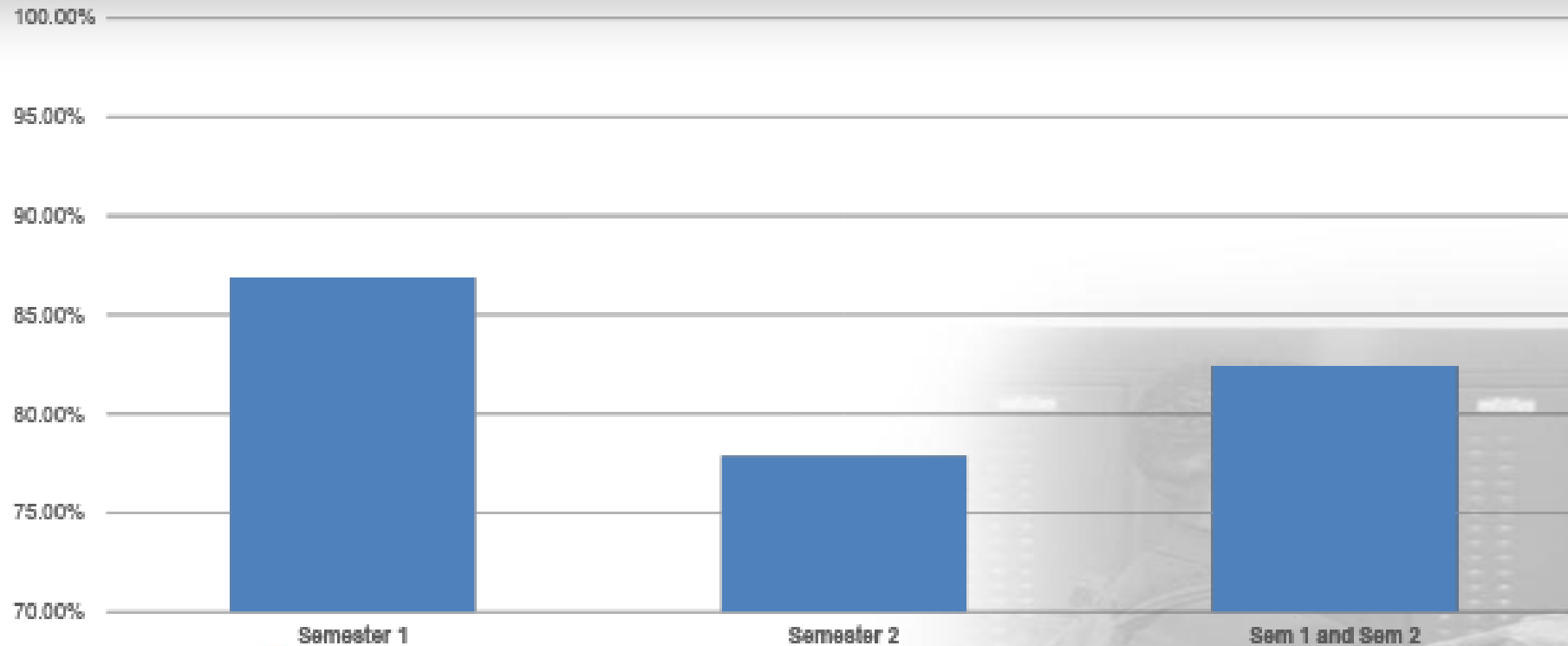
Summer 2018 Grade Distribution S1 and S2

Semester 1 and 2 Summer 2018 Grades Earned

A	B	C	D	F	I	Grand Total	Pass Rate
467	287	341	107	220	37	1459	82.4%



Summer School 2018 Pass Rate by Semester



Earned Credit vs Attempted Credit

How many students (unique) Earned Credit vs Attempted?

Did Not Earn Credit (F or I)	Earned Credit	Grand Total	% who attempted and earned summer school credit
136	780	916	85.2%

Partners

2018 Partners	
Upper Room	Boys and Girls Club
7 Strategic	Alvin Ailey

Accountability Measures:

Pre/Post Assessments, Attendance Monitoring, Administrator Walkthroughs, Partner Assessment Reports

Partners

Summer School Partner Performance Evaluation					
Partner Name:					
Date:					
Evaluation Items should be completed based on the quality of the support provided in preparation for and during the summer school session.					
The Performance score: Each item evaluated is based on a scale of 0-3 : (0) Poor (1) Fair (2) Good (3) Excellent					
Evaluation Items	POOR (0)	FAIR (1)	GOOD (2)	EXCELLENT (3)	COMMENTS
Human Resources					
Staff and teacher rosters and all related staffing documentation were provided in a timely manner and all staff held the proper certifications. Concerns and/or issues were addressed promptly and the partner was responsive to communication sent by the department.					
Certified principals were hired for each site.					
Technology and Support					
Staff attended training(s) based on their roles and responsibilities as identified by the partner agency. Partners utilized the technology as directed and sought help when needed. Concerns and/or issues were addressed promptly and the partner was responsive to communication sent by the department.					
Enrollment					
Enrollment administrator was					



2019 Partners



Summer 2019 Information Coming Soon!

For Information about partnering with us please complete [the KCPS Summer School Partnership Application](#)

For returning partners please complete the [KCPS Summer School Partnership Renewal Application](#)

Applications window will close 9/28/18 at 5 pm

KCPS Summer School Partner Application: Review Form

Applicants must demonstrate all expectations outline below to obtain an approved status. All School Program Providers must be vetted and approved to be eligible to operate in KCPS schools. For more information, visit <https://.....> or contact the Office of Extended Learning extendedlearning@kcpublicschools.org.

Note—The questions/application sections that correspond to the expectations below are noted for your reference.

II. PROGRAM PURPOSE AND CONTENT

	Program supports one or more KCPS priorities (Question #12) Applicant demonstrates how its program supports one or more KCPS priorities
	Program is appropriate for target audience Applicant describes a program that is suitable for students in the target audience

III. PROGRAM ASSESSMENT

	Program has clear core goals (Question #20) Applicant describes specific program goals that are aligned to program design and purpose
	Program has method for determining progress toward goals (Question #21) The metrics/indicators used to determine if the program has achieved its goals are aligned to the program's articulated program goals

2019 Summer School

- Revamping Elementary Curriculum: Project Based Learning
- Updated Assessments: Running Records and Performance Events
- Developing Middle School Program
- Reviewing High School Model: Offer Additional Unique Experiences
- All Partners Reapplying through New Partner Applications

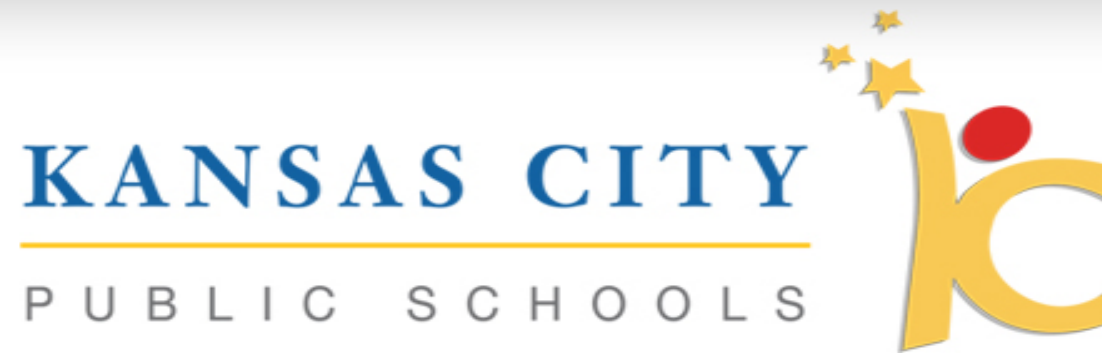
Questions?

Road Map to Accreditation

Addition of Advertising & Promotion Campaigns

Mr. Ray Weikal

Pillar B, Strategic Priority 5 & 6



Strategic Plan

Pillar B: Safe Climate and Strong Relationships with Families and Community

Strategic Priority 5: Family Engagement and Communication

Strategic Priority 6: Community Partnerships

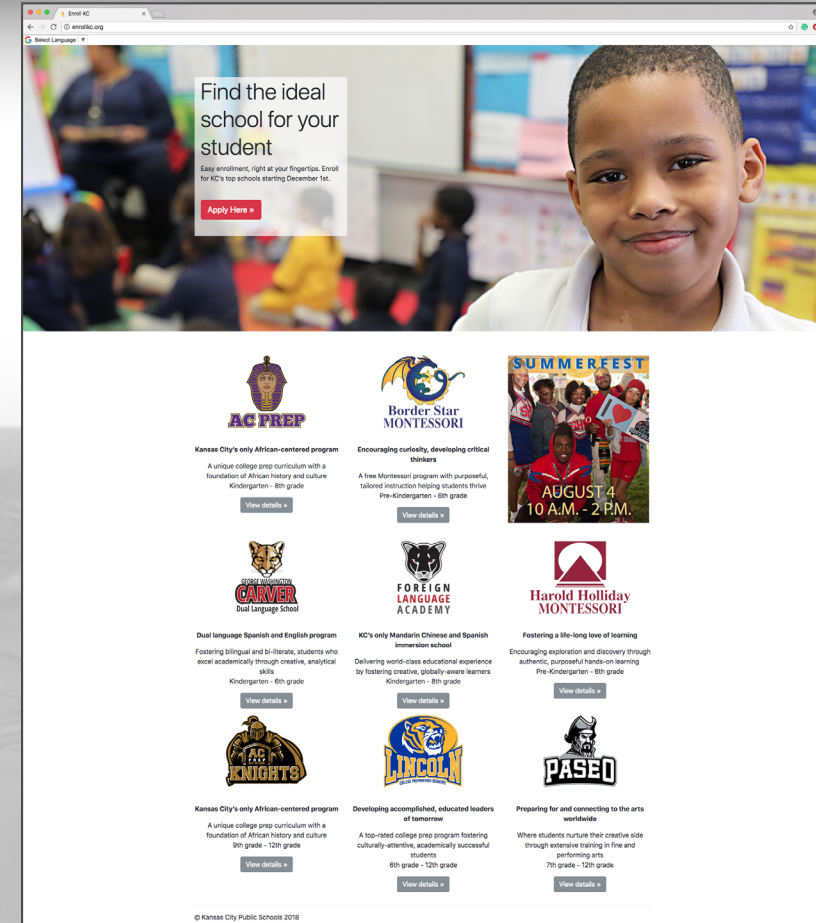


Marketing Overview

- Summary: After careful review of past campaigns and results, we created a plan that shifted the focus from overall district promotion to promoting each individual school, concentrating on each school's distinct target audience.
- Objective: Effectively promote each school's unique academic program and activities to gain positive exposure throughout the targeted communities via a mix of traditional, social, and online media efforts to increase overall enrollment.

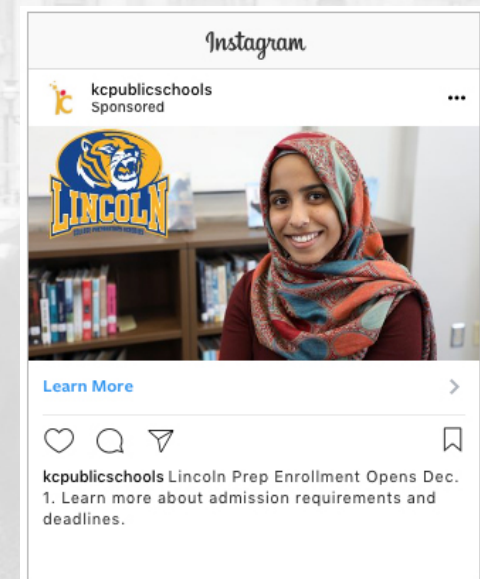
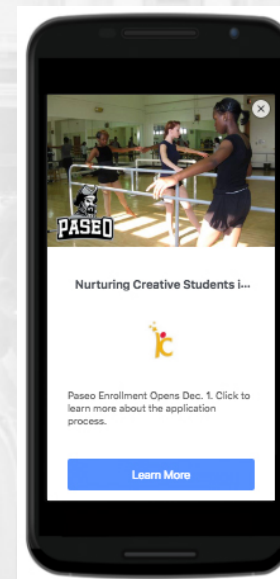
Strategic Planning

- Strategies included:
 - Websites:
 - EnrollKC.org
 - KCPublicSchools.org
 - Advertising:
 - Print
 - Radio
 - Billboard
 - Online & Social Media
 - Direct Mail Campaigns
 - Email Campaigns
 - Community Engagement
 - City School Fair
 - Open House Tours
 - Kindergarten Round Up
 - Signage
 - Flyers & Posters



The Actions

- First focus was the Signature School enrollment launch.
- Using a variety of marketing and promotional pieces to meet potential families where they lived physically, online, and socially around the city, current KCPS families along with non-KCPS families were targeted throughout several different mediums.



Initial Results

- For SY2017-2018, the Enrollment Department only measured registrations the first week after applications opened.
- We compared first week SY17-18 to first week SY18-19.

2016 First Week Enrollment	135
2017 First Week Enrollment	946
Increase in Applications	700%

Continuing the Plan

- We then next focused on individual neighborhoods targeting current students and prospective students within the school's boundaries.
- Messaging focused on the school's unique story
- Creative used happy students who visually represented the school's demographic



Continuing the Plan

- Strategically focused on schools with strong APR scores and capacity
- Implementing a focused, neighborhood-level promotion campaign including
 - Billboards
 - Direct mail
 - Social media & online advertising
 - Newspaper advertising



**WHITTIER
ELEMENTARY**

**PROBADA.
DE CONFIANZA.**

Superamos a las escuelas
autónomas de área.

¡Inscríbase ahora para el otoño! EnrollKC.org/Whittier



The Results

PROJECTION	CURRENT ENROLLMENT	% OF PROJECTION
1072	1090	101.7%
433	480	110.9%
324	357	110.2%
254	250	98.4%
175	182	104%
317	422	133.1%

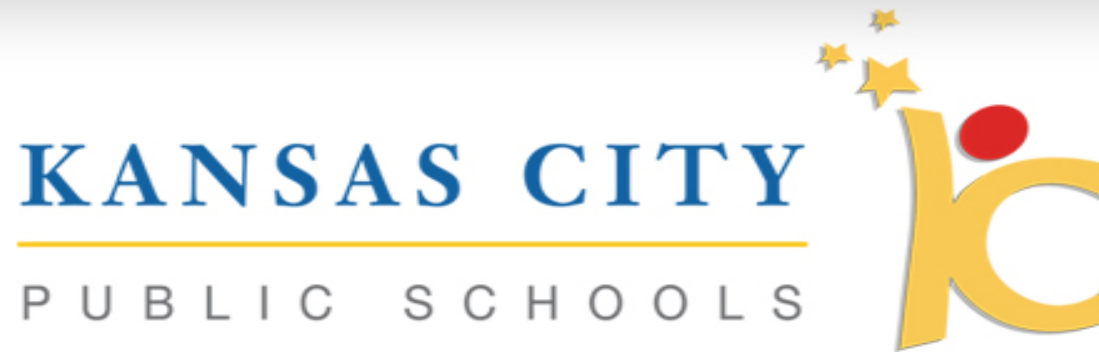
The Results

SCHOOL	PROJECTION	CURRENT ENROLLMENT	% OF PROJECTION
Lincoln	1143	1090	95.4%
Paseo	433	480	110.9%
AC Prep Lower	316	394	124.6%
Border Star	254	247	97.3%
Holliday	176	181	103.1%
Carver	323	371	114.9%
Foreign Language Academy	748	706	94.4%

Questions?

PLC Team Process Progress Report

Dr. Lateshia Woodley, Dr. Darrin Slade, Ms. Elizabeth Austin



Strategic Plan

Pillar A: Personalized, rigorous, culturally responsive teacher and learning

Strategic Priority 3: Tailor instruction and interventions to each student's strengths and needs

Pillar C: Caring and effective teacher in every class, and effective leader in every school

Strategic Priority 8: Professional Development and Collaboration

PLC School Leadership Focus

- Met with principals and assistant principals to establish PLC commitments for individual schools
- Reviewed and discussed the primary components for PLCs and school principals gaged their current progress and what needs to be done to ensure that PLCs function effectively
- We focused on the use of common formative assessments and improved individual student performance
- We emphasized the use of data during PLCs

PLC Implementation

- July Summer Professional Development with Solution Tree
- September 20th Principal Meeting –Focused on PLC Implementation
- September-Solution Tree consultants begin work with Targeted Focus/Priority Schools
- October – PLC: Common Commitments October-Principal's Meeting: Data protocol for OLCs
- November PLC: PLC Fishbowl at four high-functioning schools
- Principal's Meeting: Solution Tree Consultant will present on overcoming difficult teams/Team Dynamics

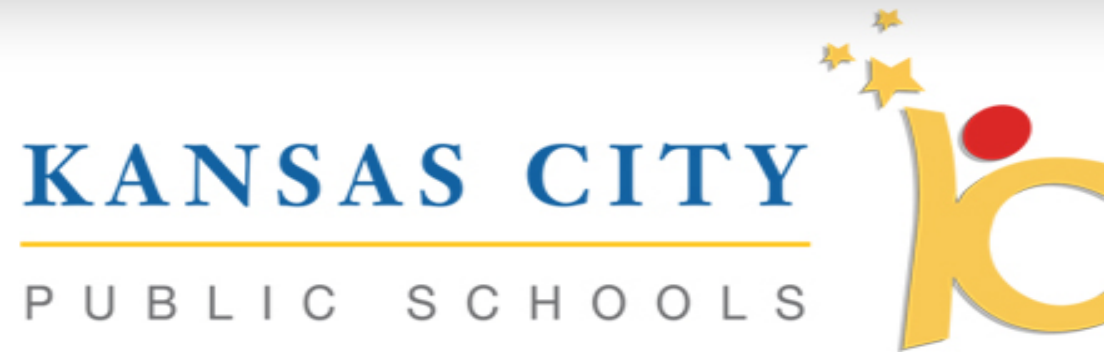
Targeted Schools for Additional Support with PLC's: (November 16, 2018)

- Troost
- Banneker
- King
- Longfellow
- Northeast MS
- Central MS
- Central HS

Questions?

Tiered Resource Support and Tracking System

Dr. Trinity Davis



Strategic Plan

Pillar A: Personalized, rigorous, culturally responsive teacher and learning

Strategic Priority 3: Tailor instruction and interventions to each student's strengths and needs

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Strategic Priority 8: Professional Development and Collaboration

Achievement Series/i-Ready Comparison By School and Grade

School/Grade	Achievement Series ELA			Fall i-Ready ELA			Achievement Series Math			Fall i-Ready Math			Achievement Series Science		
	Pre%	Post%	Difference	Tier 1	Tier 2	At risk for Tier 3	Pre	Post	Difference	Tier 1	Tier 2	At risk for Tier 3	Pre	Post	Difference
African Centered Elementary	45.5%	64.4%	18.9%	12.88%	31.90%	55.21%	32.3%	48.0%	15.8%	6.75%	45.02%	48.23%	37.7%	44.6%	7.0%
K															
1				5.00%	72.50%	22.50%	37.2%	72.6%	35.5%	0.00%	94.74%	5.26%	33.8%	40.0%	6.2%
2				21.57%	31.37%	47.06%				6.25%	41.67%	52.08%			
3				25.00%	35.00%	40.00%	33.3%	33.8%	0.5%	4.88%	46.34%	48.78%	43.6%	45.5%	1.9%
4	65.9%	79.8%	13.8%	6.25%	43.75%	50.00%	31.8%	58.3%	26.5%	8.51%	44.68%	46.81%	32.9%	58.2%	25.3%
5	41.5%	61.8%	20.3%	17.07%	17.07%	65.85%	31.2%	42.8%	11.6%	10.81%	56.76%	32.43%	42.5%	48.8%	6.3%
6	31.6%	51.9%	20.2%	4.65%	20.93%	74.42%	27.9%	43.2%	15.3%	5.26%	26.32%	68.42%	33.3%	43.6%	10.3%
7	55.2%	77.4%	22.2%	3.13%	6.25%	90.63%	35.4%	44.3%	8.9%	3.45%	17.24%	79.31%	32.6%	41.1%	8.5%
8	66.5%	75.8%	9.3%	19.35%	19.35%	61.29%	30.9%	46.0%	15.1%	15.15%	24.24%	60.61%	45.1%	43.6%	-1.5%
Banneker Elementary	15.7%	46.7%	31.0%	6.92%	34.59%	58.49%	36.7%	54.9%	18.2%	4.47%	41.85%	53.67%	43.8%	43.6%	-0.2%
K															
1				0.00%	49.23%	50.77%	40.6%	62.7%	22.0%	0.00%	58.06%	41.94%			
2				2.63%	42.11%	55.26%	54.1%	79.9%	25.8%	0.00%	55.26%	44.74%	43.8%	73.0%	29.2%
3	15.7%	29.0%	13.4%	15.00%	28.33%	56.67%	25.3%	36.3%	11.0%	3.33%	46.67%	50.00%	#DIV/0!	24.3%	#DIV/0!
4	#DIV/0!	67.6%	#DIV/0!	11.29%	41.94%	46.77%	34.0%	65.7%	31.7%	13.11%	24.59%	62.30%			
5				8.16%	20.41%	71.43%				6.25%	39.58%	54.17%			
6				2.27%	20.45%	77.27%	#DIV/0!	41.2%	#DIV/0!	2.27%	27.27%	70.45%	#DIV/0!	37.6%	#DIV/0!
Border Star				37.07%	41.95%	20.98%				23.90%	50.24%	25.85%			
K															
1				12.82%	74.36%	12.82%				5.13%	74.36%	20.51%			
2				21.74%	58.70%	19.57%				21.74%	54.35%	23.91%			
3				52.63%	15.79%	31.58%				21.05%	39.47%	39.47%			
4				47.06%	38.24%	14.71%				26.47%	44.12%	29.41%			
5				50.00%	19.23%	30.77%				34.62%	46.15%	19.23%			
6				54.55%	27.27%	18.18%				50.00%	31.82%	18.18%			
Carver Dual Language	70.6%	64.5%	-6.1%	6.96%	27.83%	65.22%	35.3%	56.3%	20.9%	6.85%	45.55%	47.60%	37.9%	54.2%	16.3%
K															
1				0.00%	100.00%	0.00%	#DIV/0!	70.6%	#DIV/0!	4.08%	65.31%	30.61%	#DIV/0!	59.2%	#DIV/0!
2				6.25%	15.63%	78.13%	54.6%	66.7%	12.2%	2.13%	36.17%	61.70%	59.0%	70.1%	11.1%
3				12.28%	26.32%	61.40%	28.6%	51.1%	22.5%	5.17%	41.38%	53.45%	39.6%	51.4%	11.8%
4				5.66%	45.28%	49.06%	28.6%	49.0%	20.4%	9.26%	40.74%	50.00%	31.3%	39.3%	8.0%
5	70.6%	63.5%	-7.0%	9.09%	27.27%	63.64%	34.4%	54.5%	20.1%	18.60%	46.51%	34.88%	37.2%	67.2%	30.0%
6	#DIV/0!	65.6%	#DIV/0!	0.00%	14.29%	85.71%	29.5%	45.7%	16.2%	2.44%	43.90%	53.66%	30.0%	47.6%	17.6%

Tracking System

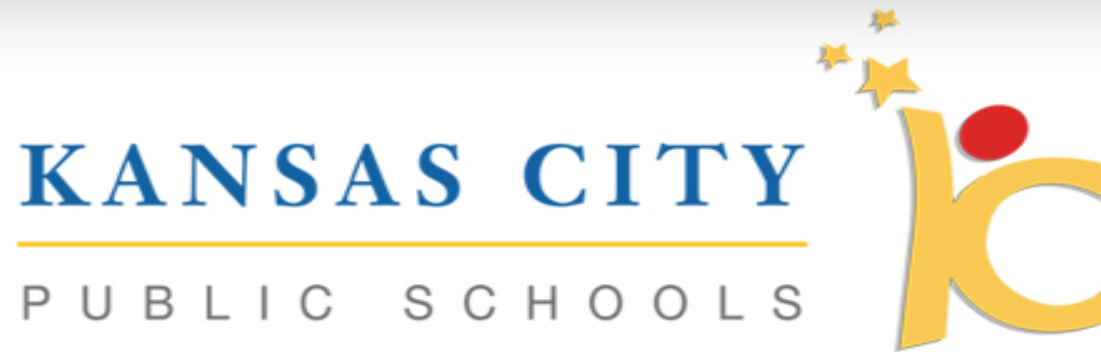
Tiered Instructional Support

- Created plans with principals to provide targeted support for each teacher
- Participating in PLCs
- Co-planning with long-term substitute teachers
- Providing professional development
 - Culture and Climate
 - Lesson Plan Design
 - Data Analysis

Questions?

The Missouri Consolidated State Plan Academic English Proficiency

Stephanie Easley, ESL Assessment Specialist
Department of Language Services and Cultural Equity



Strategic Plan

Pillar A: Personalized, rigorous, culturally responsive teacher and learning

Strategic Priority 3: Tailor instruction and interventions to each student's strengths and needs

Pillar C: Caring and effective teacher in every class, and effective leader in every school

Strategic Priority 8: Professional Development and Collaboration

Student Interventions

- Imagine Learning- for ELLs with an access score of 3.5 and below in Reading
- i-Ready
 - diagnostic for all levels
 - instructional path for intermediates and advanced ELLs
- Reading and math intervention for intermediates and advanced
- Bridges to Academic Success- for secondary beginning ELLs
 - block 1= academic language and thinking with thematic units
 - block 2= targeted instruction on foundation reading skills through stations and student goal setting

Co-Teaching

Spring and Summer 2018

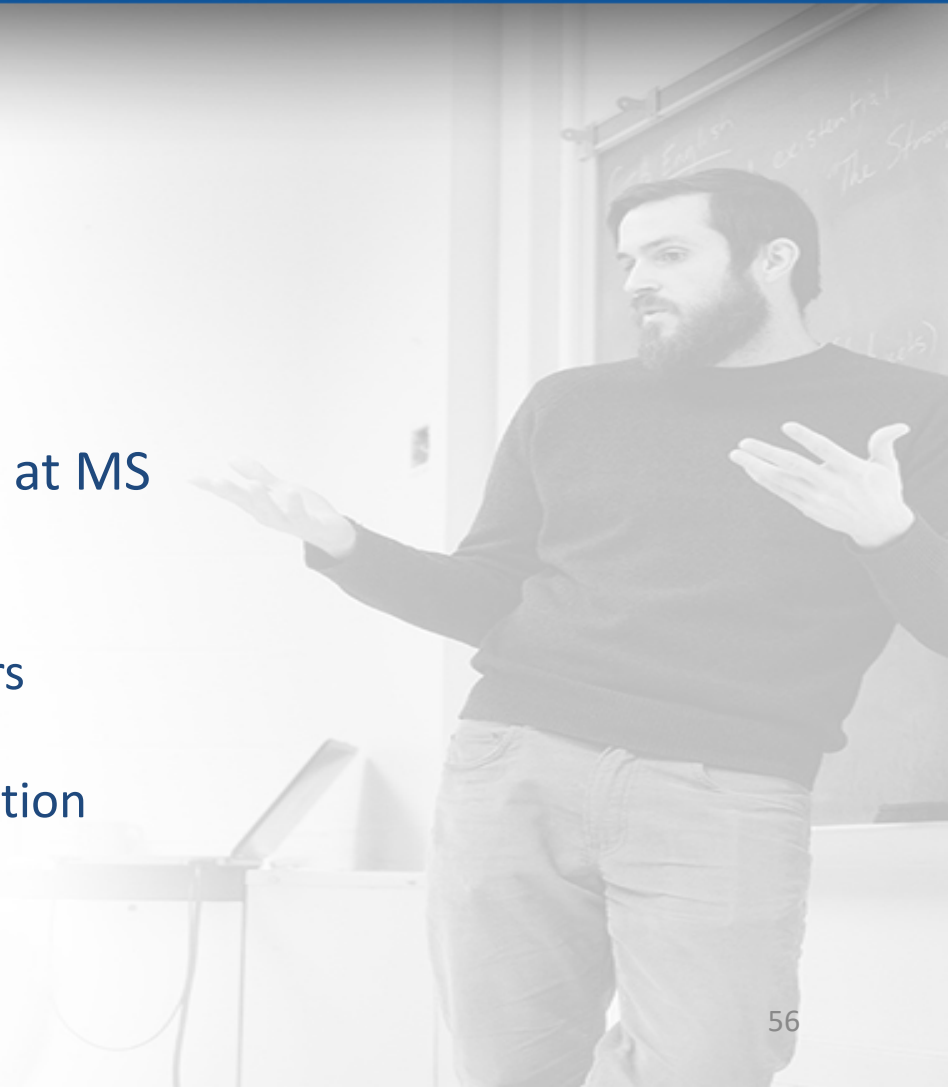
- Development of KCPS co-teaching model
- Feedback from principals
- Master schedule and student placement guidelines

Fall 2018

Elementary ESL, advanced ELA for MS/HS, intermediate math at MS

Ongoing professional development:

- Summer Institutes
- Aug. 31st PD day with secondary ESOL and classroom teachers
- Trailwoods and NEMS on Wednesday PD days
- Attendance at Los Soluciones by Solution Tree for ELL Instruction



Integrated Support

ESOL Resource Teachers

- Embedded in district networks to provide school/teacher support alongside CIPD
- New department coaching model
 - ESL schools are tiered by progress toward DESE's language growth and proficiency targets
 - ESOL Resource Teachers identify 3-4 teachers from tier 2 and 3 schools using language growth and proficiency data and go through an intensive coaching cycle
 - Continue to provide grade level/team/department PD as well as school and district-wide PD
- Student Shadowing at East to gather student level data on the amount of academic language the ELL student is engaging.

Principal Resources on Google Drive

- Instructional look-fors by program/position
- Resource guide for mainstream teachers
- Department handbook
- Commonly translated documents
- Language line instructions

ESOL Resources for Principals
67 members | + Add members

Quick Access

Copy of Co-teaching Look Fors... 1
Edited this month by Rocenetta Jacobs

Copy of ESOL Program Models/L...
Edited this month by Kristian Foster-Reyn...

teachers manual for ESL students...
You opened this month

LanguageServicesHandbook2018...
You opened this month

Name ↑	Last modified	Size
Teacher notes home	Sep 19, 2018 Jami Evans Arre...	—
Voiance Access Instructions	Oct 10, 2018 Jami Evans Arreo...	—
Co-teaching Models	Sep 25, 2018 Rocenetta Jacobs	—
Copy of Co-teaching Look Fors... 1	Oct 2, 2018 me	—
Copy of ESOL Program Models/Locations/Curriculum Cheat Sheet	Sep 20, 2018 Kristian Foster-R...	—
LanguageServicesHandbook2018e	Sep 19, 2018 me	—
LanguageServicesHandbook2018e.pdf	Sep 26, 2018 Amy Brock	4 MB
teachers manual for ESL students 2 (1).docx	Sep 19, 2018 me	527 KB

Questions?

Academic Achievement Data

Dr. Marla Sheppard



Strategic Plan

Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority 2: Aligned Instructional System

Strategic Priority 2.3: Target specialized programs that support early literacy and math in elementary schools.

Strategic Priority 3: Personalization & Successful Transitions

1.1 High Achieving Critical Thinkers

Board Policy 1.1: High Achieving Critical Thinkers – 1) All scholars will demonstrate proficient or advanced performance on state assessments. Scholars demonstrating basic or below basic performance will demonstrate significant academic growth each school year; 2) All scholars will demonstrate literacy, numeracy and critical thinking skills at or above grade level, both as a whole and by groups. Scholars demonstrating below grade level performance will demonstrate significant growth each school year; and 3) All scholars will be socially, emotionally and academically ready for Kindergarten.

Key Performance Indicators: MAP, i-Ready, Achievement Series

Strategic Priorities 2 – Aligned Instructional System

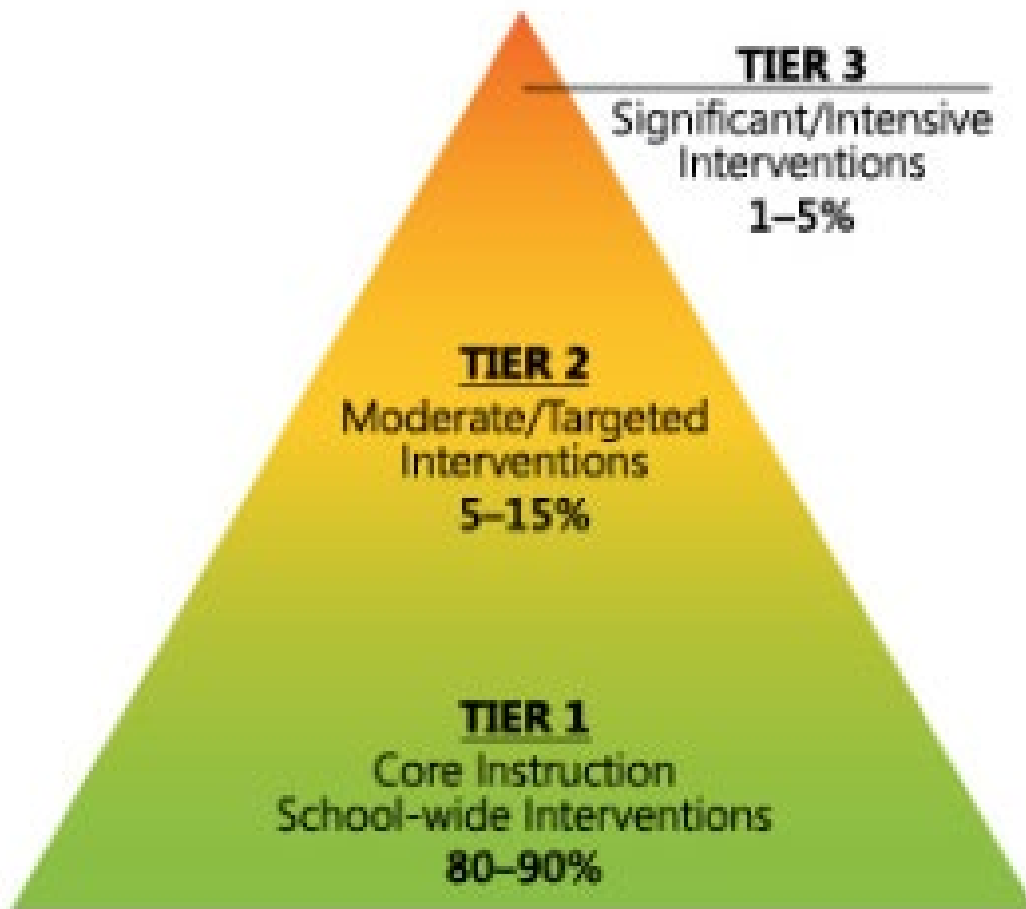
2.1 : Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels, and implement, with fidelity, a culturally responsive, standards-aligned, guaranteed, and viable curriculum with embedded supports in all subjects and in every classroom.

2.2 : Use ongoing assessment results to monitor the progress of each student and to differentiate instruction, acceleration and enrichment .

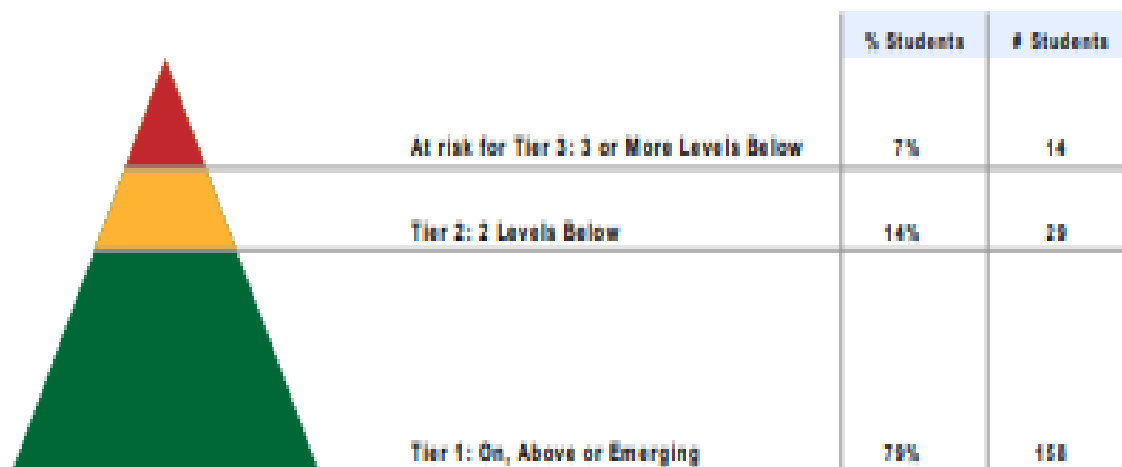
Scorecard Measure 3b: Percent of students moving up and out of tiered academic support

A Normal Pyramid of Intervention

Response to Intervention

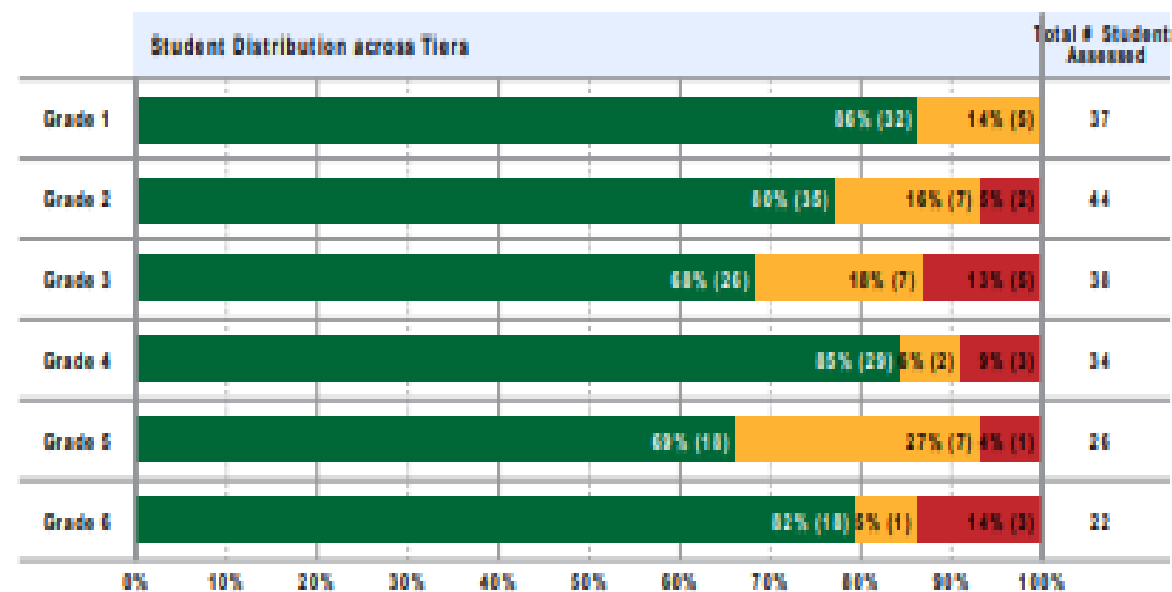


201 out of 202 Students Tested



Detail by Grade

■ Tier 1: On, Above or Emerging ■ Tier 2: 2 Levels Below ■ At risk for Tier 3: 3 or More Levels Below



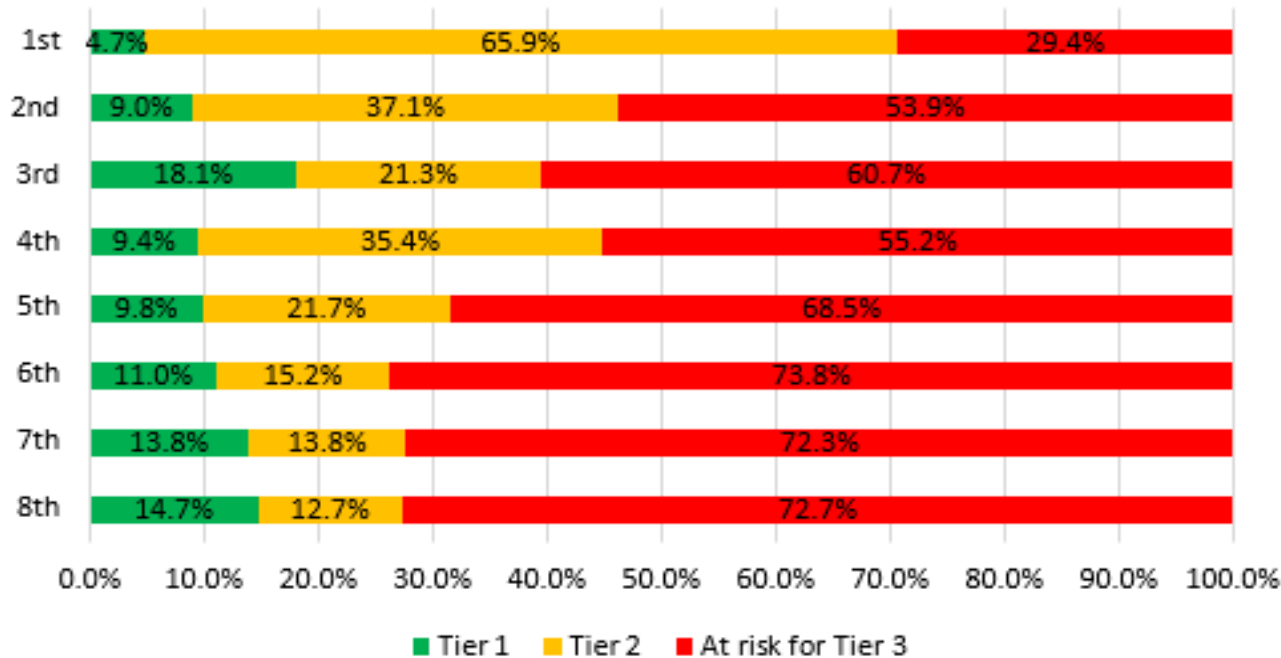
i-Ready Intervention Screener

- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.

1.1 High Achieving Critical Thinkers

i-Ready Intervention Screener: Reading

KCPS i-Ready Intervention Screener (Reading)

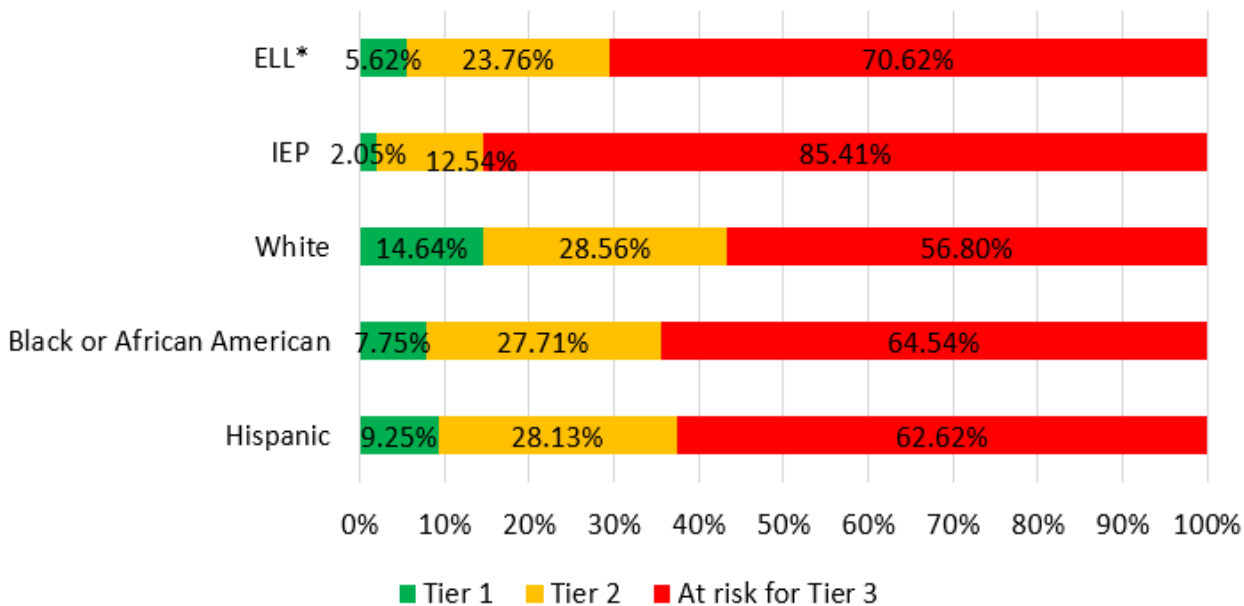


- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.
- KCPS assessed a total of 8,486 students on the Reading portion of the i-Ready diagnostic.

1.1 High Achieving Critical Thinkers

i-Ready Intervention Screener: Math

KCPS i-Ready Intervention Screener
(Reading Subgroups)

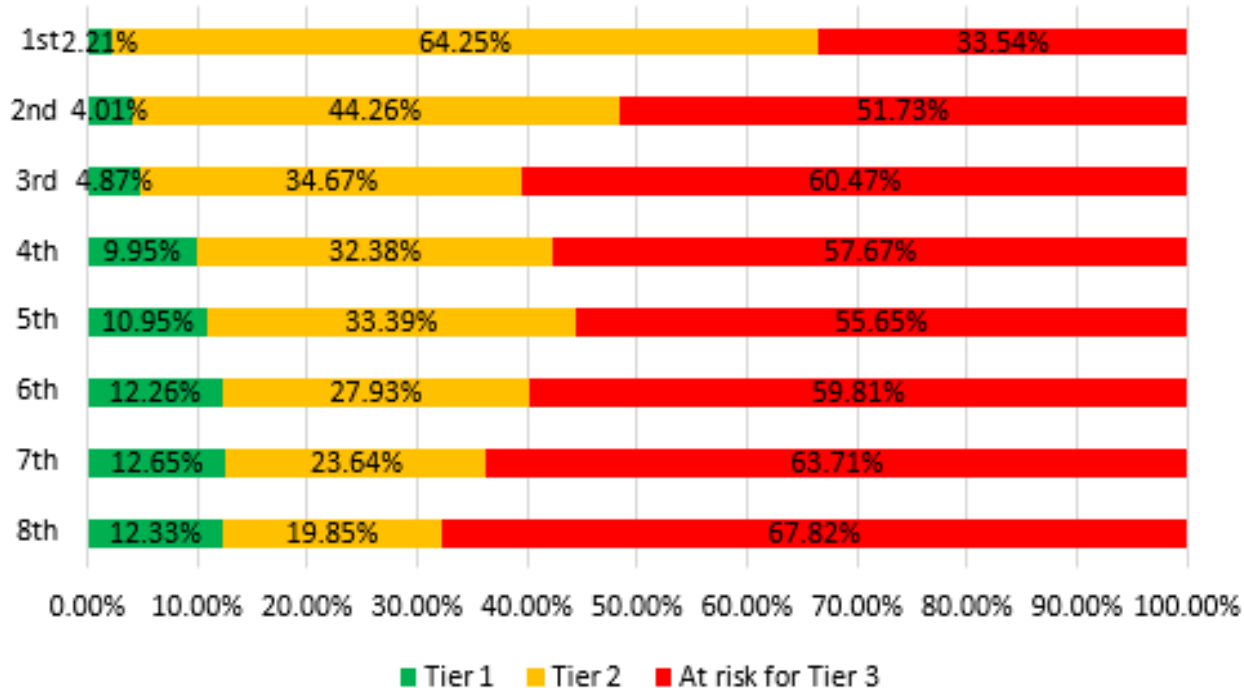


- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.
- KCPS assessed a total of 8,554 students on the Mathematics portion of the i-Ready diagnostic.

1.1 High Achieving Critical Thinkers

i-Ready Intervention Screener: Math

KCPS i-Ready Intervention Screener (Mathematics)

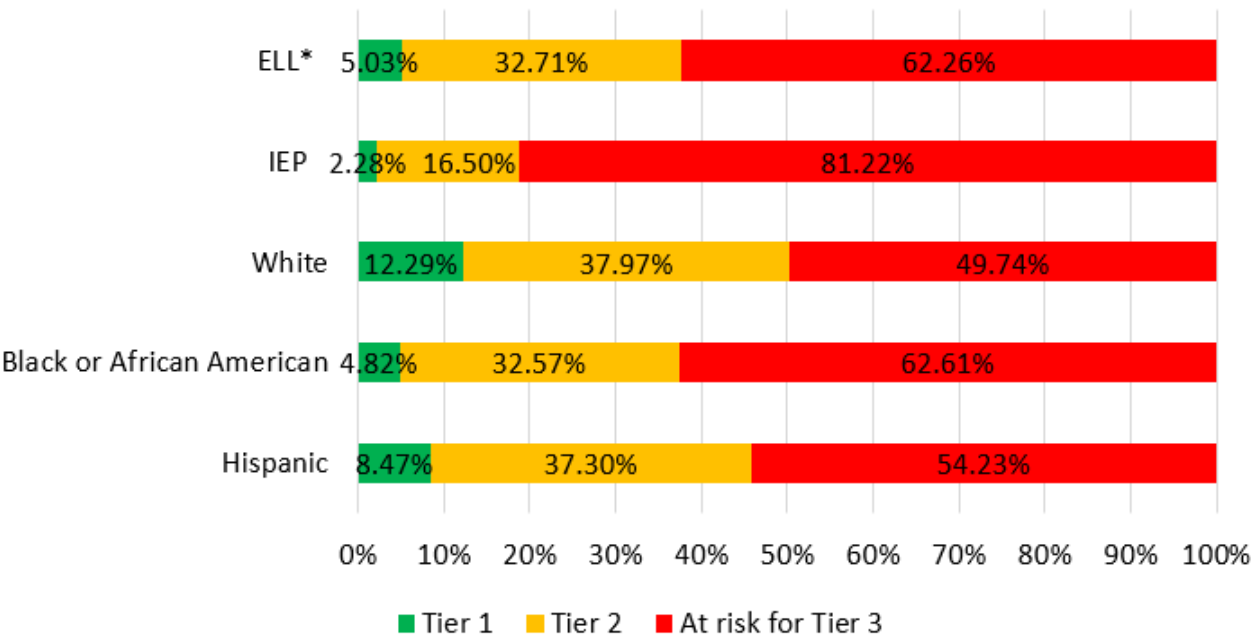


- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.
- KCPS assessed a total of 8,554 students on the Mathematics portion of the i-Ready diagnostic.

1.1 High Achieving Critical Thinkers

i-Ready Intervention Screener: Math

KCPS i-Ready Intervention Screener
(Mathematics Subgroups)



- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides a student level intervention tier by grade level.
- KCPS assessed a total of 8,554 students on the Mathematics portion of the i-Ready diagnostic.

Scorecard Measure 3B: Percent of students moving up and out of tiered academic support.

Goals

Reading			
Grade	Tier 1	Tier 2	At risk for Tier 3
3rd	18.1%	21.3%	60.7%
Goal	+5% From Tier 2	+8% From Tier 3	-8% to Tier 2
EOY Distribution	23.1%	24.3%	52.7%

- KCPS reportable goals are to move 5% of students from Tier 2 to Tier 1 and also moving 8% of students identified in Tier 3 to Tier 2.
- Goals will be applied to KCPS as a whole, and will also be applied to individual grade levels as well as targeted subgroups.

i-Ready

Needs Analysis by Grade Report



Needs Analysis by Grade Report

Academic year: Current (2018-2019)
Subject: Reading

Define "On Level": Beginning Of Year View
Show: Window 1 - 04/19/2018 - 10/04/2018

Use this report to determine the domain-specific instructional needs of students in each grade in your district

Grade 1

Number of Students Assessed: 971
Total Number of Students: 1167

● Window 1 - 04/19/2018 - 10/04/2018		
	Average Scale Score	Students Below Level
Overall Reading Level	369	29% (278)
Phonological Awareness	372	27% (264)
Phonics	367	36% (353)
High-Frequency Words	365	39% (380)
Vocabulary	366	33% (317)
Comprehension: Literature	374	27% (265)
Comprehension: Informational Text	374	30% (289)

- Needs Analysis available at the District, School, Grade, and Student Level
- Needs Analysis breaks down subject area domains to allow targeted intervention in areas of high need.

Intervention Screener Report

Academic year: Current (2018-2019) Define "On Level": Beginning Of Year View
 School: BORDER STARR ELEMENTARY Show: Window 1 - 04/19/2018 - 10/04
 Subject: Reading

Grade 1					
Student	Overall Scale Score	Placement	Tier	Class(es)	Teacher(s)
Bhowmik, Archita	391	Level K	1	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Booth, Mason	389	Level K	1	S1-P2 LE Language Arts - 1742 96-174296, S2-P2 LE...	Jones
Fisher, Isabella	388	Level K	1	S1-P2 LE Language Arts - 1742 98-174298, S2-P2 LE...	Hutchins
Jeiley, Sophia	386	Level K	1	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Sanders, Kate	380	Level K	1	S1-P2 LE Language Arts - 1742 96-174296, S2-P2 LE...	Hutchins
Lloyd, Raina	376	Level K	1	S1-P2 LE Language Arts - 1742 98-174298, S2-P2 LE...	Hutchins
Perry, Selma	376	Level K	1	S1-P2 LE Language Arts - 1743 00-174300, S2-P2 LE...	Wisdom
Stevenson, Montell	372	Level K	1	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Owens, Josiah	368	Level K	1	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Hyde, Makenzie	361	Level K	1	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Johnson, Jeremiah	358	Level K	1	S1-P2 LE Language Arts - 1742 96-174296, S2-P2 LE...	Hutchins
Bolen, Aston	339	Emerging K	2	S1-P2 LE Language Arts - 1742 96-174296, S2-P2 LE...	Hutchins
Jaqua, Aidan	338	Emerging K	2	S1-P2 LE Language Arts - 1708 47-170847, S2-P2 LE...	Wolfe
Simmons-Norton, Toni	328	Emerging K	2	S1-P2 LE Language Arts - 1742 94-174294, S2-P2 LE...	Landa
Smith, Scott	328	Emerging K	2	S1-P2 LE Language Arts - 1708 47-170847, S2-P2 LE...	Wolfe
Harris, Linzell	321	Emerging K	2	S1-P2 LE Language Arts - 1742 98-174298, S2-P2 LE...	Hutchins

i-Ready Intervention Screener Report

- Provides school level reporting on student instructional tiers on aggregate and by grade level.
- Also provides student level intervention tiers by grade level.

KCPS Interventions

Districtwide

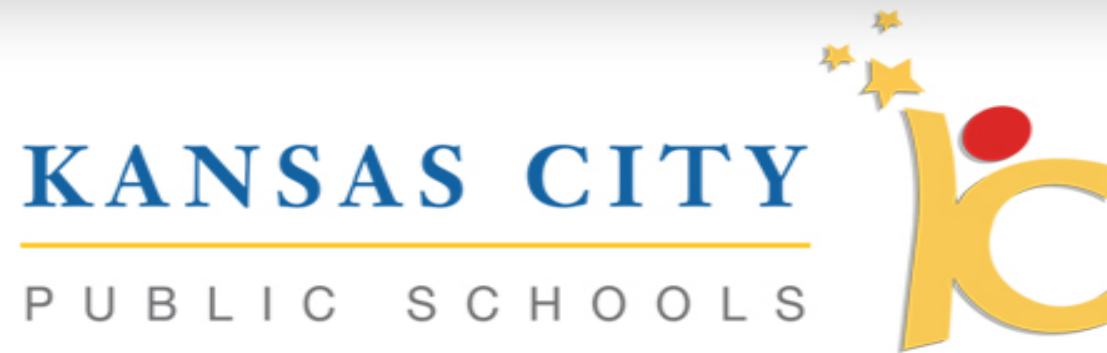
CIPD Coaching and Support	Network Meetings		
Vontoure Learning Math Workshops for Tier III Schools	Tiered Intervention for class-size and social-emotional support		
Principal Data Meetings using Networks to provide data-based support	Deb Diller Balanced Literacy Training for Tier III Schools		
PLC Training for district w/ Individualized coaching for identified schools from Solution Tree	A guaranteed, viable curriculum with learning progressions and differentiated support		
Neuhaus Training for ALL reading interventionists; End goal is to receive National Reading Interventionist Certification		<u>Classroom Visits</u>	<u>Services Provided</u>
	K-2	229	286
	3-6	359	386
	7-12	195	227
	Total	783	899

Questions?

RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

Thursday, November 15, 2018



Questions?