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

Sustainable School Improvement Cycle

1. Investigate Research-based Practices
2. Make Action Plan
3. Implement & Monitor
4. Evaluate Effectiveness & Sustain Efforts
5. Build Readiness
6. Collect & Analyze Data
7. Set Goals Based on Data
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

**July**
Schools reviewed data to determine root causes

**August**
DISTRICT Accountability reviewed plans for compliance

**September**
Assistant Superintendents reviewed plans establishing SMART GOALS, aligning with District Strategic Plan
School Leadership teams resubmit adjusted plans
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

<table>
<thead>
<tr>
<th>Site</th>
<th>2017 Enrollment</th>
<th>2018 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPS</td>
<td>1770</td>
<td>3761</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>2034</td>
<td>504</td>
</tr>
<tr>
<td>Upper Room</td>
<td>2852</td>
<td>1592</td>
</tr>
<tr>
<td>Alvin Ailey</td>
<td>45</td>
<td>33</td>
</tr>
<tr>
<td>7 Strategic</td>
<td>498</td>
<td>406</td>
</tr>
<tr>
<td>Other</td>
<td>62</td>
<td>0</td>
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<tr>
<td>Total Enrollment</td>
<td>7261</td>
<td>6296</td>
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</table>
Attendance Data

SY18 Summer Average Percent Present

- KCPS: 85.0%
- 7 Strategic: 79.9%
- Alvin Alley: 96.3%
- B & G Club: 72.3%
- UR: 87.9%
- Total: 84.4%
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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>Total</th>
<th>Pass Rate</th>
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<tr>
<td></td>
<td>467</td>
<td>287</td>
<td>341</td>
<td>107</td>
<td>220</td>
<td>37</td>
<td>1459</td>
<td>82.4%</td>
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</table>
Summer School 2018 Pass Rate by Semester
<table>
<thead>
<tr>
<th>Did Not Earn Credit (F or I)</th>
<th>Earned Credit</th>
<th>Grand Total</th>
<th>% who attempted and earned summer school credit</th>
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</thead>
<tbody>
<tr>
<td>136</td>
<td>780</td>
<td>916</td>
<td>85.2%</td>
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</tbody>
</table>

How many students (unique) Earned Credit vs Attempted?
Partners

2018 Partners

<table>
<thead>
<tr>
<th>Upper Room</th>
<th>Boys and Girls Club</th>
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</thead>
<tbody>
<tr>
<td>7 Strategic</td>
<td>Alvin Ailey</td>
</tr>
</tbody>
</table>

Accountability Measures:
Pre/Post Assessments, Attendance Monitoring, Administrator Walkthroughs, Partner Assessment Reports
### 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 scores for each item evaluated is based on a scale of 0-3: (0) Poor (1) Fair (2) Good (3) Excellent

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>POOR (0)</th>
<th>FAIR (1)</th>
<th>GOOD (2)</th>
<th>EXCELLENT (3)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and teacher rosters and all related staffing documentation were provided in a timely manner and all staff hold the proper certification. Concerns and/or issues were addressed promptly and the partner was responsive to communication sent by the department.</td>
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<tr>
<td>Certified principals were hired for each site.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>Enrollment administrator was</td>
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</table>
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 outlined 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

<table>
<thead>
<tr>
<th>Program supports one or more KCPS priorities (Question #12)</th>
</tr>
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</table>
Applicant demonstrates how its program supports one or more KCPS priorities

<table>
<thead>
<tr>
<th>Program is appropriate for target audience</th>
</tr>
</thead>
</table>
Applicant describes a program that is suitable for students in the target audience

III. PROGRAM ASSESSMENT

<table>
<thead>
<tr>
<th>Program has clear core goals (Question #20)</th>
</tr>
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</table>
Applicant describes specific program goals that are aligned to program design and purpose

<table>
<thead>
<tr>
<th>Program has method for determining progress toward goals (Question #21)</th>
</tr>
</thead>
</table>
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
• 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.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2016 First Week Enrollment</td>
<td>135</td>
</tr>
<tr>
<td>2017 First Week Enrollment</td>
<td>946</td>
</tr>
<tr>
<td>Increase in Applications</td>
<td>700%</td>
</tr>
</tbody>
</table>
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
## The Results

<table>
<thead>
<tr>
<th>PROJECTION</th>
<th>CURRENT ENROLLMENT</th>
<th>% OF PROJECTION</th>
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</thead>
<tbody>
<tr>
<td>1072</td>
<td>1090</td>
<td>101.7%</td>
</tr>
<tr>
<td>433</td>
<td>480</td>
<td>110.9%</td>
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<tr>
<td>324</td>
<td>357</td>
<td>110.2%</td>
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<tr>
<td>254</td>
<td>250</td>
<td>98.4%</td>
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<tr>
<td>175</td>
<td>182</td>
<td>104%</td>
</tr>
<tr>
<td>317</td>
<td>422</td>
<td>133.1%</td>
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</tbody>
</table>
# The Results

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

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

Strategic Priority 8: Professional Development and Collaboration
# Tracking System

## Achievement Series/1-Ready Comparison By School and Grade

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<thead>
<tr>
<th>School/Grade</th>
<th>Pre%</th>
<th>Post%</th>
<th>Difference</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>At risk for Tier 3</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>At risk for Tier 3</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
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</thead>
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<td><strong>Achievement Series ELA</strong></td>
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<tr>
<td>African Centered Elementary</td>
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<td>2</td>
<td>41.5%</td>
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<tr>
<td><strong>Banneker Elementary</strong></td>
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</table>
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
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
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

- 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

- 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

- 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

- 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.

<table>
<thead>
<tr>
<th>KCPS i-Ready Intervention Screener (Mathematics Subgroups)</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>At risk for Tier 3</th>
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<tbody>
<tr>
<td>ELL*</td>
<td>5.03%</td>
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<td>IEP</td>
<td>2.26%</td>
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<td>White</td>
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<td>Black or African American</td>
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<tr>
<td>Hispanic</td>
<td>8.47%</td>
<td>37.30%</td>
<td>54.23%</td>
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*ELL: English Language Learner
Scorecard Measure 3B: Percent of students moving up and out of tiered academic support.

Goals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>At risk for Tier 3</th>
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<tbody>
<tr>
<td>3rd</td>
<td>18.1%</td>
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<td>Goal</td>
<td>+5% From Tier 2</td>
<td>+8% From Tier 3</td>
<td>-8% to Tier 2</td>
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<tr>
<td>EOY Distribution</td>
<td>23.1%</td>
<td>24.3%</td>
<td>52.7%</td>
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- 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 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.
• 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

<table>
<thead>
<tr>
<th>CIPD Coaching and Support</th>
<th>Network Meetings</th>
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<tbody>
<tr>
<td>Vontoure Learning Math Workshops for Tier III Schools</td>
<td>Tiered Intervention for class-size and social-emotional support</td>
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<tr>
<td>Principal Data Meetings using Networks to provide data-based support</td>
<td>Deb Diller Balanced Literacy Training for Tier III Schools</td>
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<tr>
<td>PLC Training for district w/ Individualized coaching for identified schools from Solution Tree</td>
<td>A guaranteed, viable curriculum with learning progressions and differentiated support</td>
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<tr>
<td>Neuhaus Training for ALL reading interventionists; End goal is to receive National Reading Interventionist Certification</td>
<td><strong>Classroom Visits</strong></td>
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<td>K-2</td>
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<td>3-6</td>
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<td>7-12</td>
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<td>Total</td>
<td>783</td>
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Questions?
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date
Thursday, November 15, 2018
Questions?