

2016–17 Kennedy School Report to the School Board



April 3, 2017

Improvement Efforts

Strategic Direction A

Student Learning and Engagement:

- Engaging Learning through the use of Technology
 - Increasing our knowledge of SAMR
 - Tech Tuesdays
- Standards Based Instruction

Reading

- Ongoing formative assessments and flexible grouping
- Identifying student need by looking at Strand Data
- Differentiated Small Group instruction
- Monthly Reading PD opportunities
- “WIN” Time at every grade level
- School wide reading initiative “Paws to Read”

Math

- Math Standards & Resources Professional Development
- Differentiated Small Group Instruction



Improvement Efforts

Strategic Direction A

Aligning Interventions Appropriately (RtI)

- Data Wall creation and use
- Monthly Grade Level Data Wall meetings
- Bi-Annual all school Data Meetings
- DIBELS to help improve instruction
- NWEA Learning Continuum to inform instruction
- Weekly PBIS and PST Meetings
- Paws to Read Program



Improvement Efforts

Strategic Direction B

Building a Culture of Togetherness

Positive, Proactive, Preventative

- Teaching BEST Behavior Rotations
- Proactive Supervision
- Student Leadership at Assemblies
- Kennedy School News Video Messages
- 4 at the Door, Post Cards, Phone Calls
- Mentoring Program
- Neighborhood Visits in the fall
- Kindness in Chalk



Improvement Efforts

Strategic Direction B

Kennedy Community Engagement

- Family Fit Nights
- Kennedy Color Run
- Honors Breakfast
- Walk and Bike to School Days
- Kennedy Night at the Museum
- I Love to Read Month Author Presentation
- Kennedy Read outs
- East Student Mentors & YSL



Improvement Efforts Strategic Direction C

Increase Readiness For All Students To Ensure Options For Life

- School Assemblies
- 5th Grade Leadership Opportunities
- 4th and 5th Grade Peacemakers
- Career Day
- School Based Mentoring



Improvement Efforts

Strategic Direction D

Providing resources for ALL students

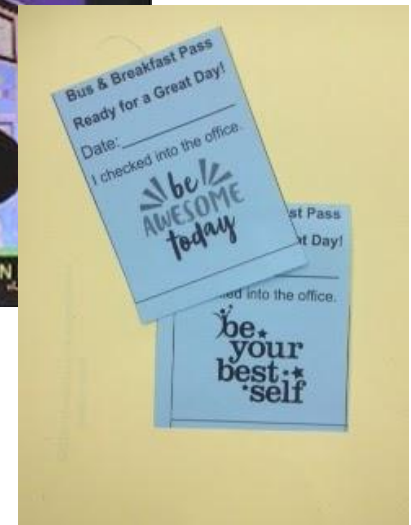
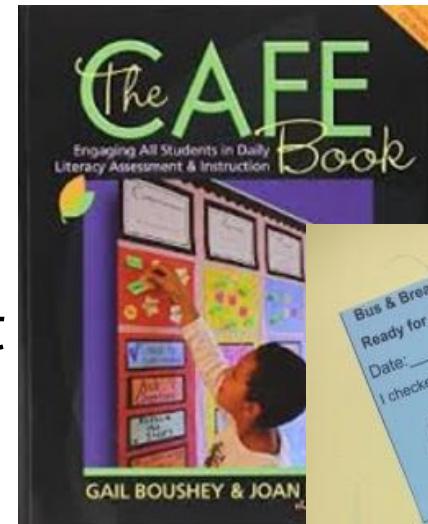
- Intervention professionals
- Additional 1st and 2nd Grade Teachers
- Kindergarten Paraprofessional support
- EL Teacher Support
- After school intervention support
- Behavior Intervention Support



Improvement Efforts Strategic Direction E

Job Embedded Professional Development

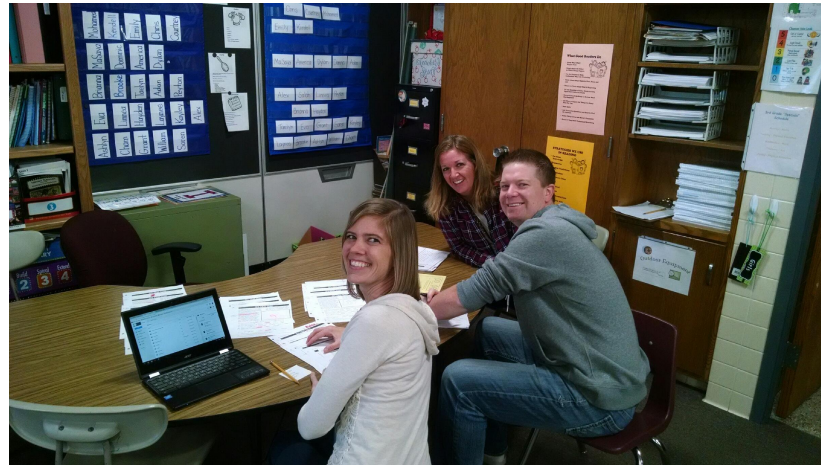
- Small Group Reading Professional Development
- Collaborative PST Meetings/Weekly PBIS
- Teacher led sharing of the NWEA Continuum use
- Teacher led sharing of Reading Instruction/intervention activities
- Literacy Book study: The Cafe Book; Engaging All Students in Daily Literacy Assessment and Instruction
- “See Poverty Be the Difference” presentation w/ Melanie Helling
- “Time to Talk Race” Discussion Series–Barb Dorn, Bukata Hayes
- Leadership Book Study : Culturally and Linguistically Responsive Teaching and Learning



Professional Learning Community Collaborative Teams

PLC Plan for 2016–17

- Agenda, established norms/expectations, assigned roles
- Creating/using Standards based common formative assessments
- Standards Progress monitoring at monthly grade level PLC
- Monthly Learning opportunities staff presenting to staff
- Use of the NWEA Learning Continuum/Conferring/ small group instruction

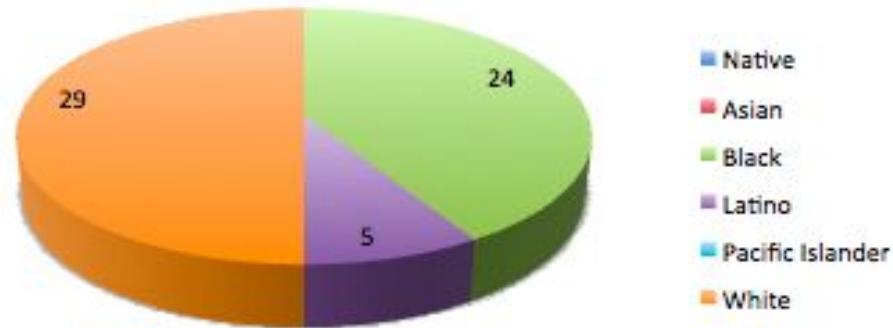


ATTENDANCE DATA

ATTENDANCE			
	13-14	14-15	15-16
All	96.15	95.61	95.57
LEP	95.93	95.91	95.87
SPED	95.40	94.73	95.61
FRP	95.97	95.37	95.21
Hispanic	95.62	94.34	94.00
American Indian	97.03	94.08	95.90
Asian	97.12	99.21	98.52
Black	95.34	95.44	94.50
White	96.66	95.84	96.08
Pacific Islander	90.30	99.12	96.05
Two or more races	96.38	92.08	95.03

BEHAVIOR DATA

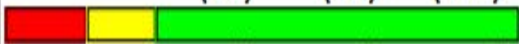
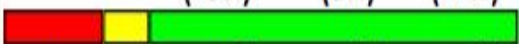
Number of Student Referrals



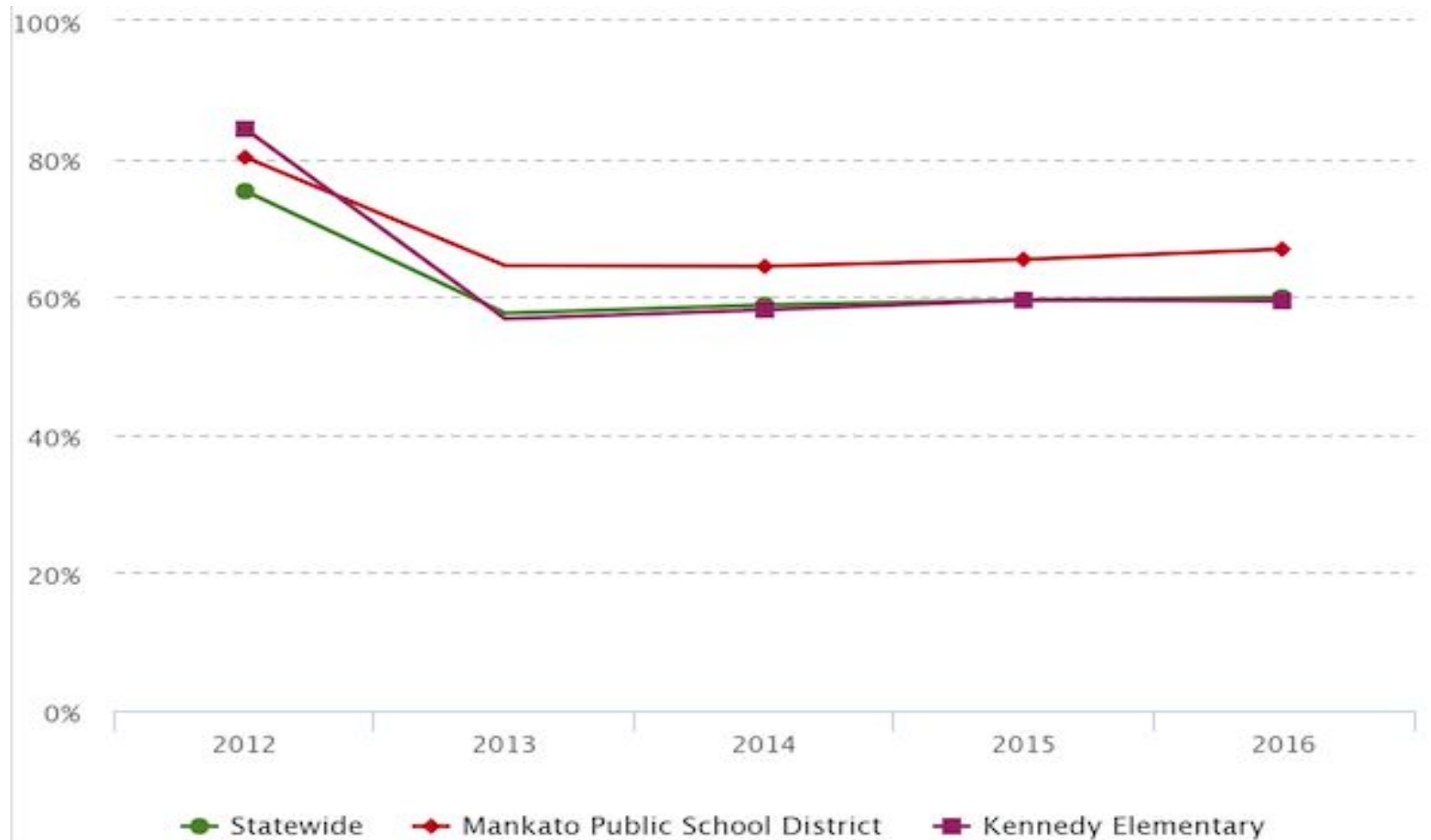
Student Group	Number of Referrals	Number of Students Enrolled
Native American	0	0
Asian	0	3
Black	24	95
Latino	5	26
Pacific Islander	0	3
White	29	249

DIBELS DATA K-2

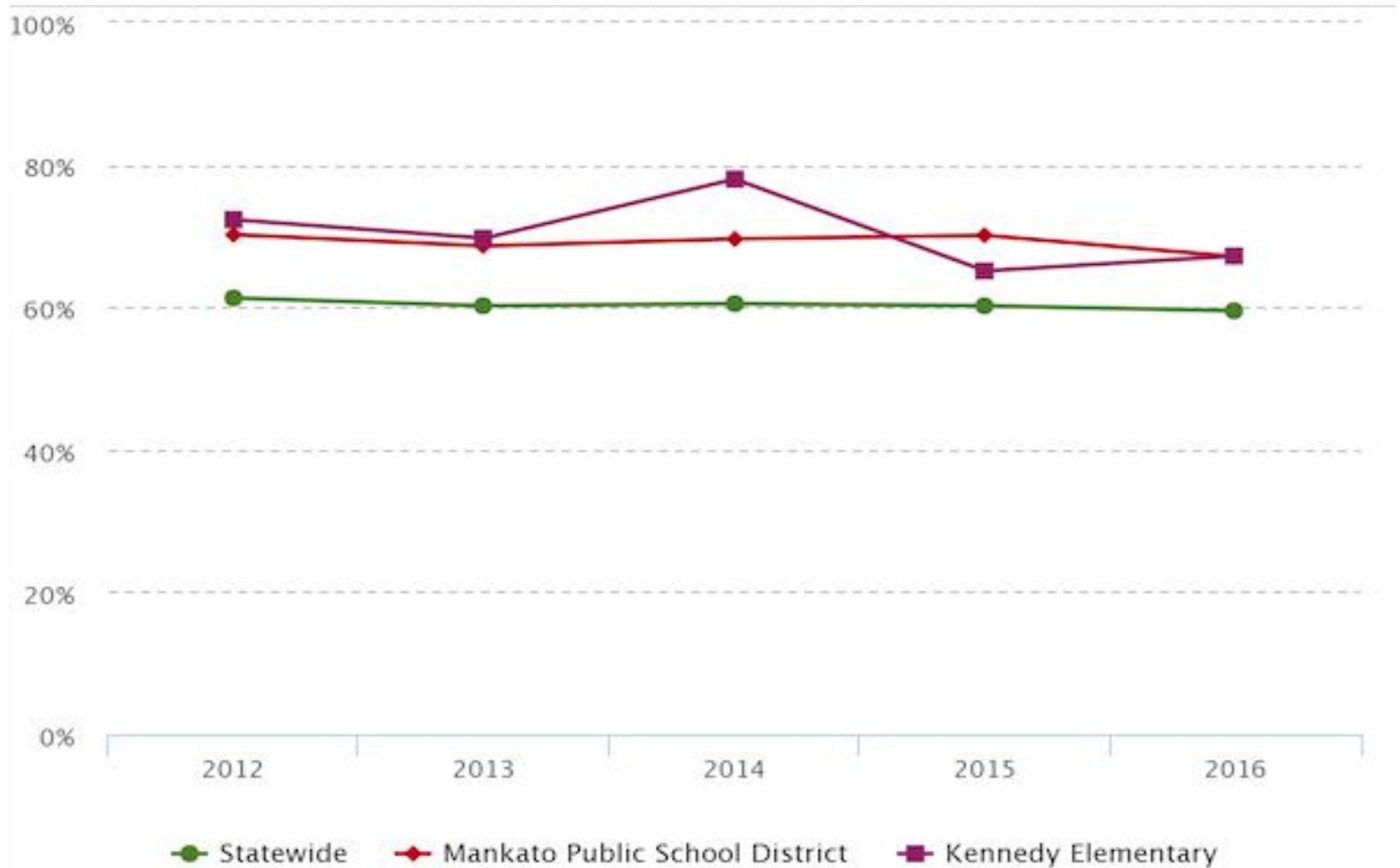
Year: 2015-2016

Grade	Beginning	Middle	End
K	 n=73 24  15  34  (33%) (21%) (47%)	 n=72 9  11  52  (13%) (15%) (72%)	 n=72 0  6  66  (0%) (8%) (92%)
1st	 n=79 15  9  55  (19%) (11%) (70%)	 n=76 15  6  55  (20%) (8%) (72%)	 n=75 12  10  53  (16%) (13%) (71%)
2nd	 n=79 16  5  58  (20%) (6%) (73%)	 n=78 15  7  56  (19%) (9%) (72%)	 n=75 16  8  51  (21%) (11%) (68%)

Kennedy Reading Trend Data



Kennedy Math Trend Data



Questions?

