

KPBSD, Doing What it Takes to Help our Primary Students Succeed

Presentation to AASB Fly-in
March 26, 2011

Steve Atwater, Superintendent

Doris Cannon, Director of Elementary Education

Michael Hanson, Intervention and District Test Coordinator

Sandy Miller, Assistant Director of Federal Programs

Three phased approach toward acquisition of primary grade skills

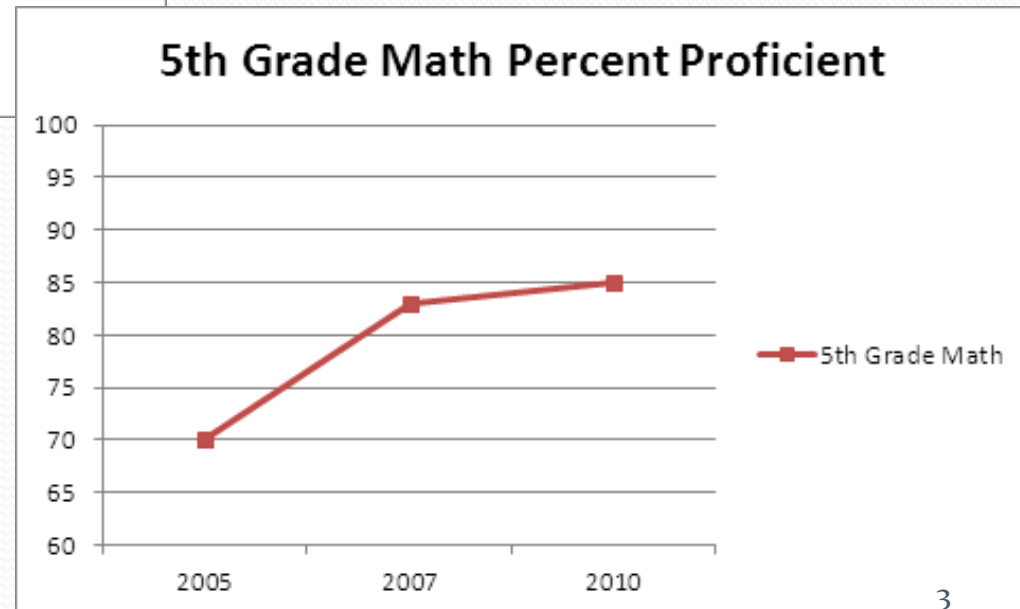
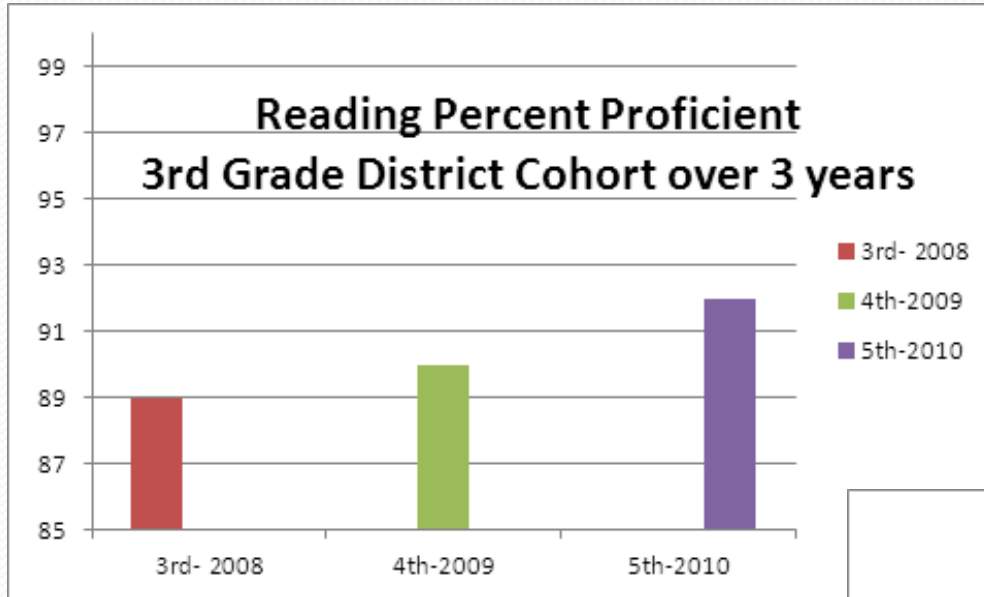
Title I Preschools
(Sandy Miller)

Researched-based
Instruction
(Doris Cannon)

Systematic
Intervention
Process
(Michael Hanson)



KPBSD's students meeting the state's proficiency mark



Title I

Pre-Kindergarten

KPBSD Title I Pre K

- Recognition of Need

Mission

The goal of the Title I Pre-K program is to introduce the child and parent to the school experience. Through developmentally appropriate practices, the learner will engage in activities that stimulate the growth of the whole child. This program will build a foundation for future success.

- Program Eligibility

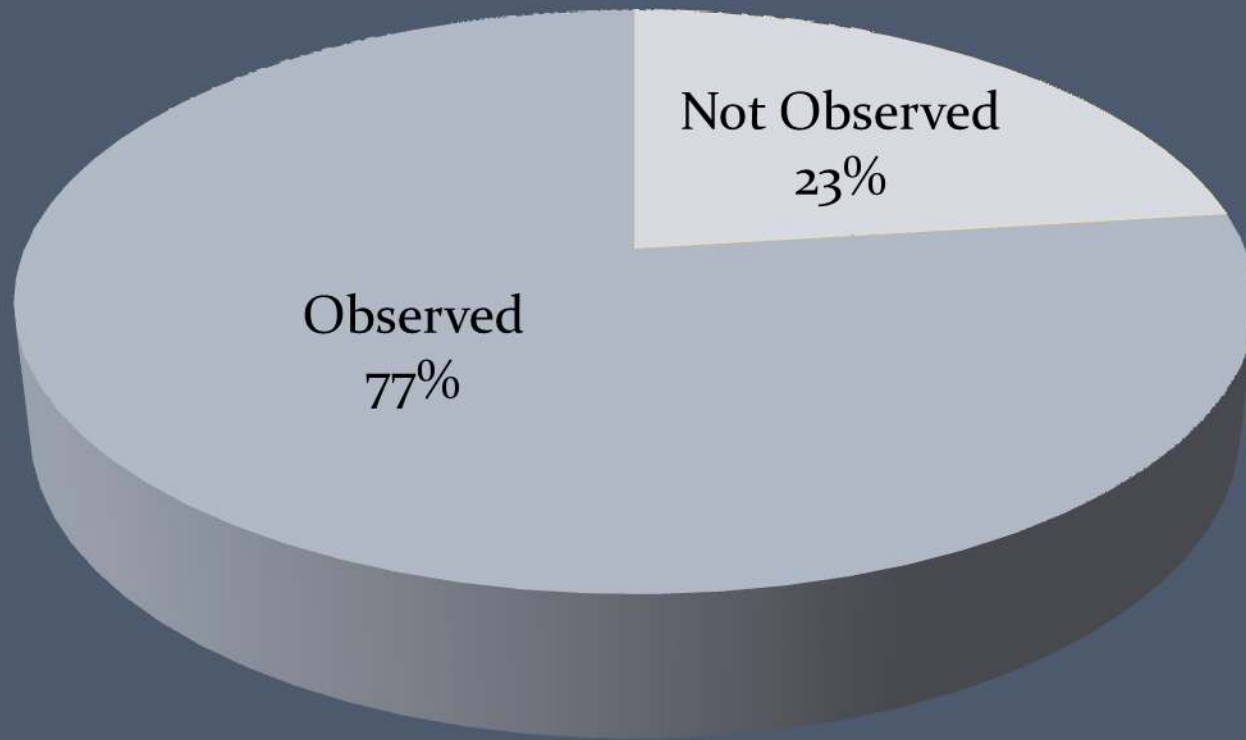
Fidelity

- Curriculum Development Based on Alaska Early Learning Guidelines
- Adoption of Researched Based Instructional Materials
- Implementation of District-Wide Protocols (calendar, student day, reporting, eligibility, etc.)
- Consistent Monitoring to Ensure Fidelity

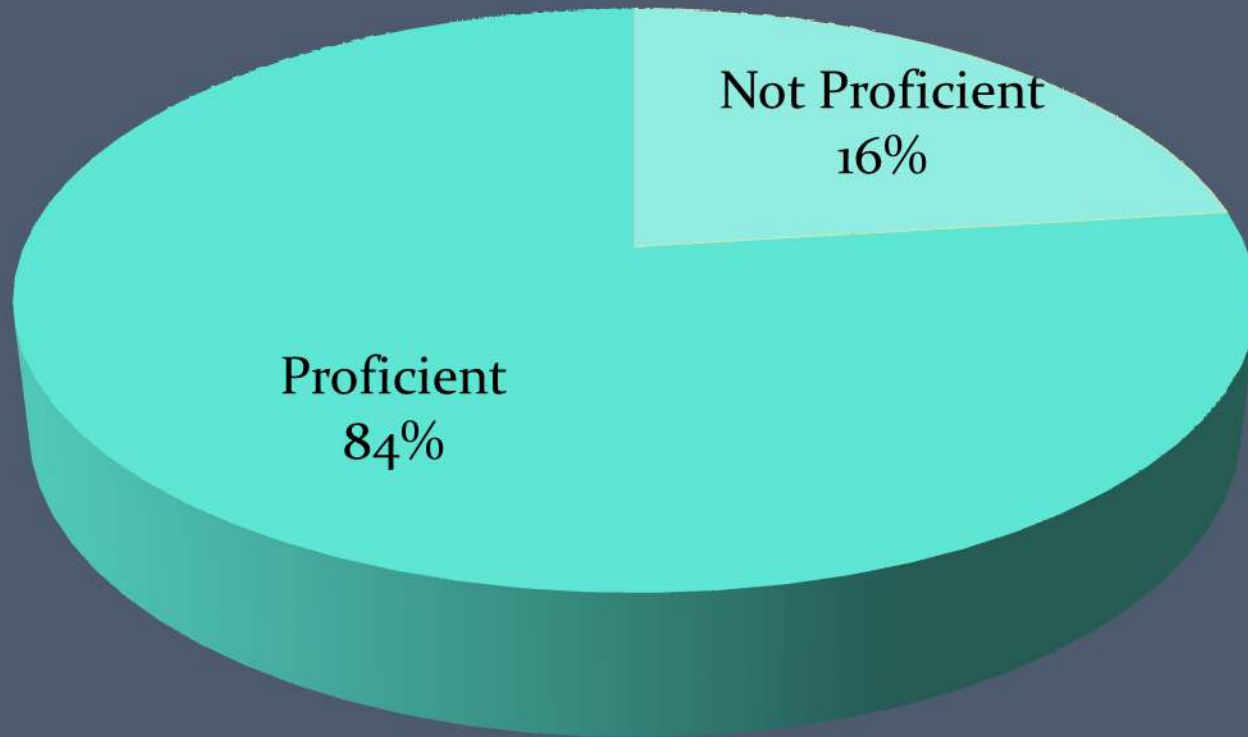
Collaboration

- Teachers and Parents as Partners
- Professional Development and Data Review
- Networking and Partnerships
- Preliminary Data

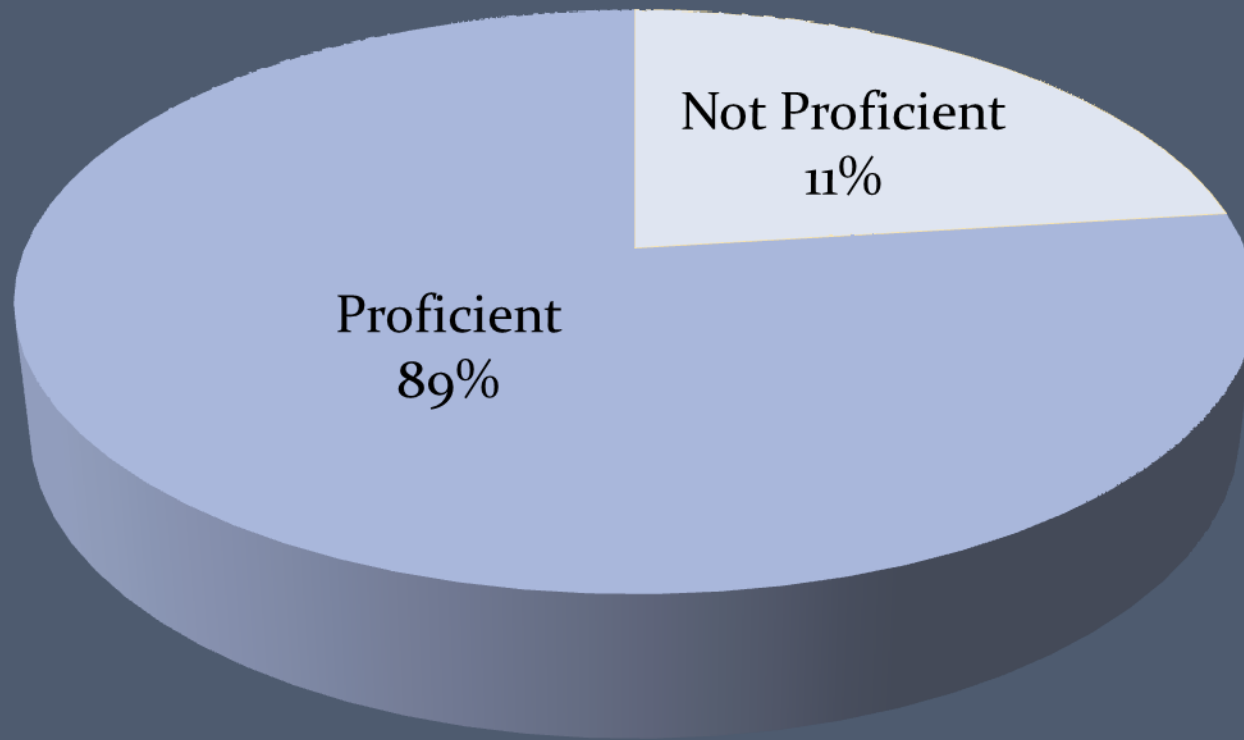
2010 Kindergarten Readiness



Kindergarten- Fall Letter Naming Fluency



Third Grade SBA Reading (2006 Pre-K)



Elementary Education

Research-Based Direction

- All Day Kindergarten Started 2005-2006
- Curriculum Revision in 2005-06/Implementation 2006-07
- District curriculum aligned to the state standards
- Balanced Literacy Approach
- Adopted Houghton-Mifflin Reading Program across district
 - Taught with fidelity
 - Program has built-in differentiation

Lowering Class Size

- Allows teachers to provide differentiated instruction to students

- 1997-2005 K-3 1:24

- 2005-present K 1:20

- 1-3 1:22

Professional Development/Collaboration

- District-wide Professional Development Plan developed by teachers, principals, and district administration (2007)
- District-wide program implementation training
- Professional Development opportunities in balanced literacy instruction
- Grade level/content specific collaboration

Intervention

Fidelity

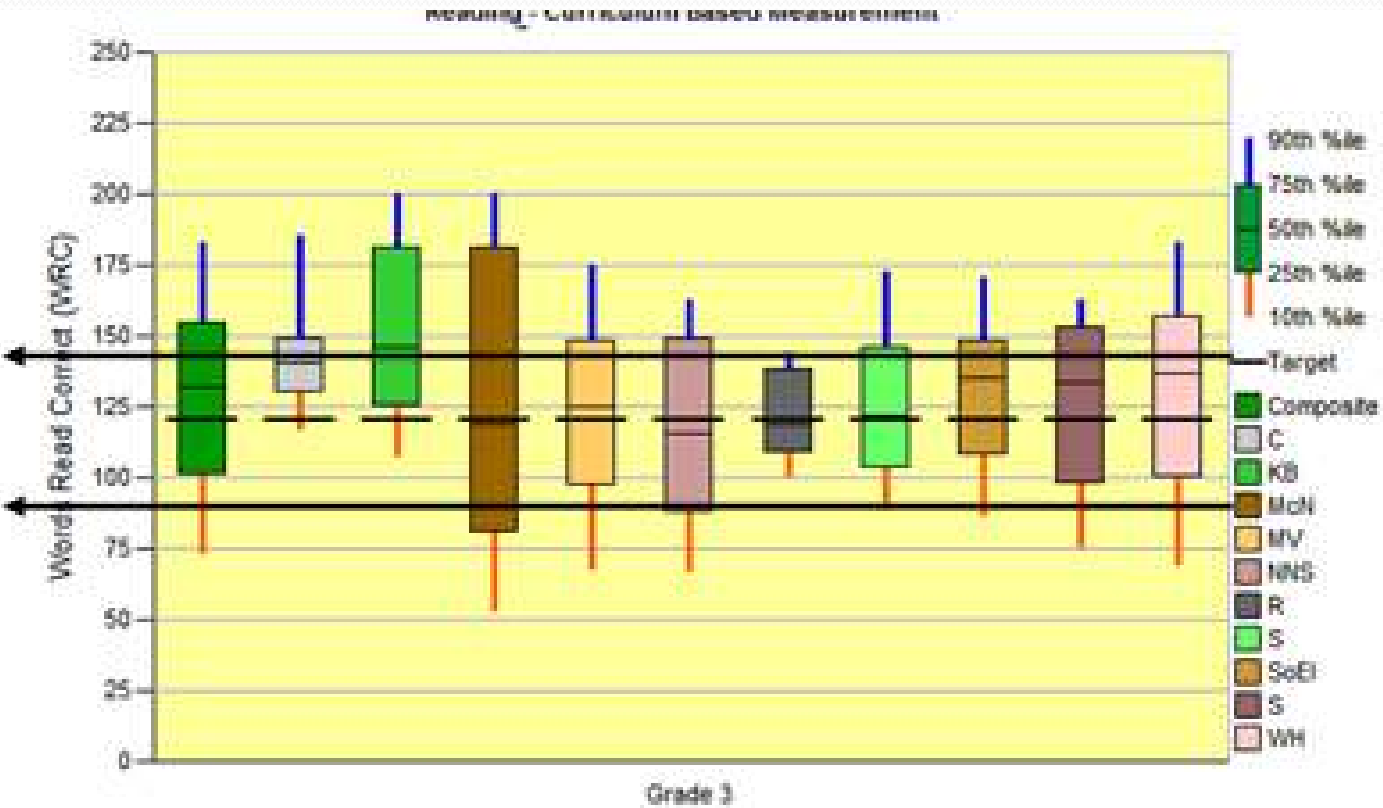
- Response to Intervention - Three Tiered Approach
- Developed manual with protocols for consistency
- Eyeball to eyeball – not computer assisted
- Universal screening with Aimsweb– 3 times a year in primary grades
- Common definition for below average performance
- Using district approved research based interventions

Collaboration and Professional Development

- Intervention Team meetings
- Title 1 and interventionist
- Interventionist and Special Education Department
- School wide data meetings after universal screening
- District-wide interventionist training

Grade 3 R-CBM Fall then Spring

75%
25%



Student	Initial MCAP (goal is 14)	Second MCAP
M E	12	15
K H	11	22
S H	4	10
M M	11	16
I R	12	10
H S	2	5
J W	11	14
A C	6	10
J D	7	15

Why does this work?

- Common Themes
- Fidelity
- Professional Development
- Collaboration
- Differentiation



Questions or Comments?