



Director of Student Learning

Jennifer Gatz

Board Report November 2018

### **MTSS Update:**

Our main MTSS focus this semester has been on the Social Emotional Behavior components of our MTSS process. Each principal has compiled their building's BSEL (Behavior Social Emotional Learning) data for the first quarter and at the November 2<sup>nd</sup> PLC teachers analyzed this data. The BSEL data includes information about the SAEBRs screener, student absences, course grades and attendance. Using a protocol which was created by TASN (Technical Assistance Systems Network) and refined by our building and district leadership teams our teachers are working on identifying students that may need additional assistance in the behavior social emotional learning areas. A variety of interventions are being considered and utilized to provide additional support for students that show a need in this area through our MTSS process.

We continue to provide intervention assistance in reading and math to students that are below the benchmark. Throughout the year students that are in interventions are progress monitored to see if they are making growth. We use this data to determine if a change is needed in the intervention or if a student is ready to move out of tier 2 or 3 services. Looking at our current progress monitoring data we are seeing exciting growth in our students. Our next screening period will begin at the end of November. We will utilize that data to monitor growth for all students.

### **Standards-Based Report Card Revisions**

If you have a student in grades K-3 you may have noticed that we have revised our standards-based report card for these grade levels. A team of teachers met last spring to work on our report card revisions and decided to report student progress at the standard level on the report card instead of at the cluster level. The goal of this change was to provide parents with more specific and easy to understand information regarding their child's progress in relation to the grade level expectations (standards). [This handout](#) was given to parents with the report cards at conferences to provide additional information on the Standards-Based Report cards.

We will continue to review our report cards and make adjustments as needed throughout the year. Additionally, teachers at the K-3 grade levels are meeting to review the recently revised ELA and Math standards and to discuss how they assess student progress in relation to the standards that are included on the report card to ensure consistency in student expectations.

### **Social Studies Textbook Adoption:**

Our Social Studies teachers will meet after Thanksgiving at the district office to continue researching the various textbooks and resources available to utilize in their content. We began the textbook adoption process in the spring of 2019 and we hope to have a recommendation to the board by this spring on which curriculum resource we would like to utilize. It has been quite some time since Social Studies has participated in a resource adoption.

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## **October 22<sup>nd</sup> In-Service**

At our October 22<sup>nd</sup> in-service we had Dr. Randy Watson, Kansas Commissioner of Education, speak to all staff members to our kick-off our day of professional learning. Dr. Watson reviewed the Kansas Can Vision of Kansas leads the world in the success of each student. Additionally, he reviewed the state board outcomes which will be utilized for measuring progress. These outcomes include: Social/emotional growth, kindergarten readiness, Individual Plans of Study focused on career interest, high school graduation rates and Postsecondary completion/attendance. Dr. Watson also shared some information on the schools in Kansas that are participating in the Mercury and Gemini redesign projects. This presentation was very well received by our staff and has brought up lots questions regarding redesign amongst our teachers. Although we are not a part of the official redesign project, all districts in Kansas are going through a form of redesign as they work through their KESA (Kansas Education System Accreditation) process and work to improve in the outcomes measured. The redesign process is giving schools the opportunity to look closely at the specific needs of their student population and community. Dr. Watson is encouraging teachers, buildings and districts to consider doing something different to meet the changing needs of our students and our communities. At both the building and district level we will continue to review our data and solicit feedback to determine areas of need and respond appropriately with the state board vision and outcomes in mind.

In the afternoon of our in-service we had Amy Gaumer-Erikson with the College and Career Competency Framework meet with the high school and middle school teachers on the self-regulation competency. Lisa Suhr also reviewed some of the features of Nearpod with this group. The elementary teachers participated in professional learning focused on the Kagan Cooperative Learning Structures. Jennifer Herrmann, Yalana Edelman and Wendy Roever facilitated this professional learning and shared information they received at a two day workshop they attended in September. I would like to publicly thank these ladies and Barb Clowe for the leadership role that they have taken on as they provide support in their building on utilizing the Kagan Cooperative Learning Structures. This professional learning aligns with our student engagement KESA goal.

## **Family Engagement Survey:**

We had 413 families complete the Family Engagement survey during the week of parent teacher conferences. We will have these results available at the November board meeting.

## **December 19th In-Service:**

Our next professional learning is scheduled for the morning of December 19th. Based on feedback we have received, we have decided to move this professional learning to the building level. Currently, building leadership teams are working on planning this professional learning focused on the needs specific to each individual building. Some of the items on the agendas include continuing with the discussion on the MTSS behavior process, analyzing and regrouping students based on the winter screening data, and KESA action plan next steps. I am hopeful that this additional time working together at the building level will be beneficial for our teachers and students.