***Vision: Every child in every district receives the instruction that they need and deserve…every day.***

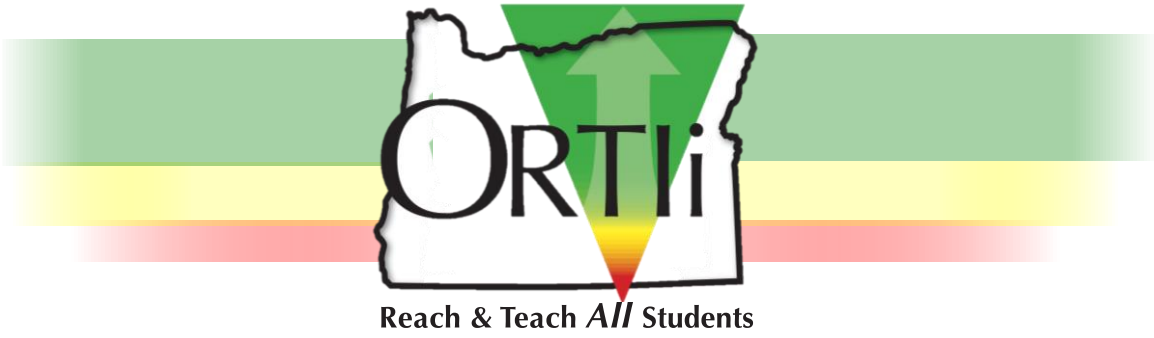
# Empowering Effective Instruction Across Bilingual School Models:
## A Collective Data-based Decision Making Process

English Learners Alliance Conference, March 10, 2016

**Nicole Kaye**, Oregon Response to Instruction & Intervention

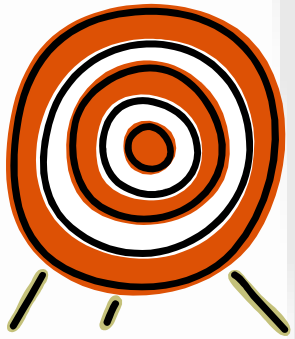
**Liliana Jimenez**, Fern Hill Elementary, Forest Grove SD

**Amy Harlow**, Fern Hill Elementary, Forest Grove SD



# Session Overview

- In this session, you will:
  - Learn about a collective data-based decision making process to support for ALL students (100% Meetings)
  - See a case example of enhancing the process to match to the needs of bilingual students in a Native Language Literacy School in Oregon
  - Have an opportunity for Q & A



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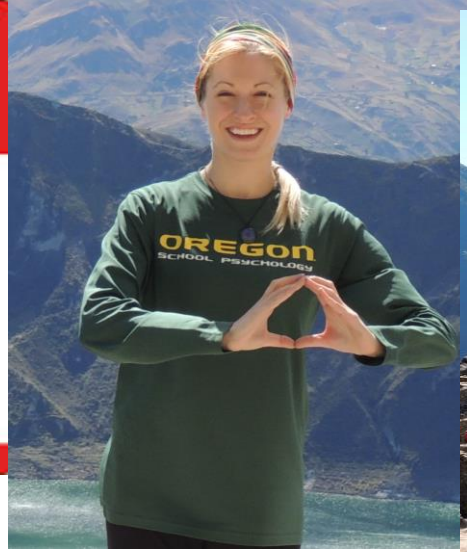
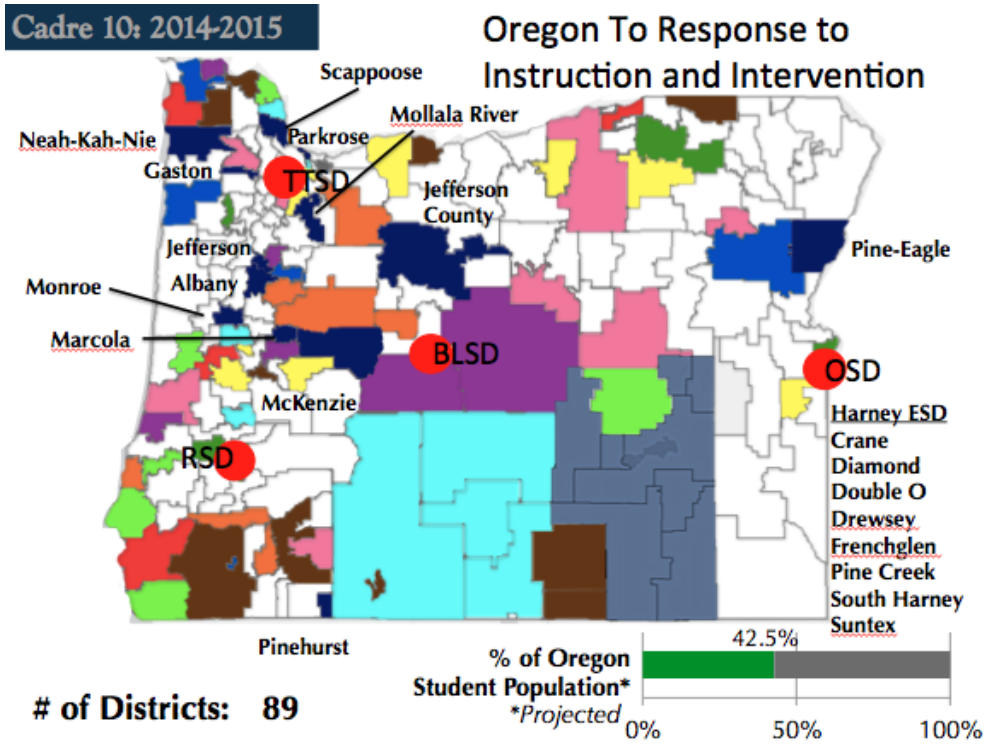
HELLO
my name is

# Nicole

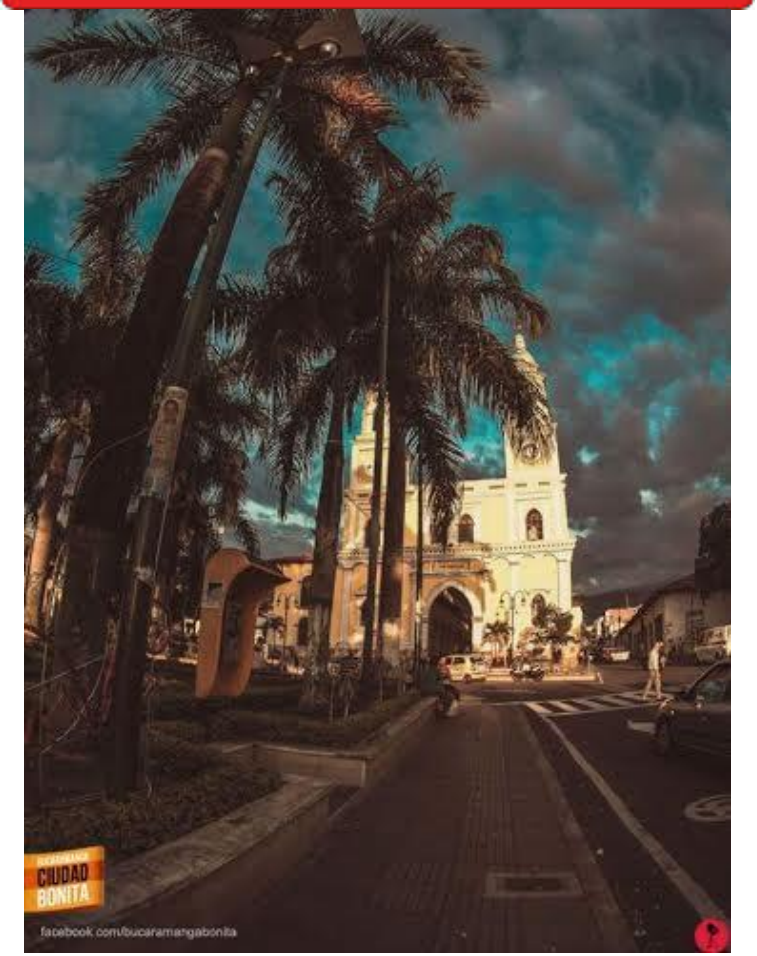





- Oregon RTIIi project Implementation Coach
- PhD in School Psychology – University of Oregon
- Literacy interventionist experience pre K-12
- International school settings (Costa Rica & Ecuador)

HELLO
my name is

# *Liliana*




- Title One Teacher at Fern Hill Elementary School in Forest Grove, Oregon
- English Language Teacher for 5 years in Colombia
- Spanish Teacher for 3 years in Oregon
- Bilingual Teacher for 15 years in Forest Grove, Oregon
- Reading Interventionist for 2 years in Forest Grove, Oregon

HELLO
my name is

*Amy*

- ELD teacher at Fern Hill Elementary School for 9 years.
- Title One Teacher and Intervention Specialist at Fern Hill Elementary for 9 Years
- Spanish-English core literacy teacher

# Purpose: 100% Data Meetings

- Determine if the *grade level* is benefiting from core instruction

AND

- Refine core instruction to better meet the needs of ALL students at the *grade level*.

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# RTI Team Structures

| Meetings | Purpose | Students | Data |
|---|---|---|---|
| **100% Meetings** | Review effectiveness of tiered systems of support and make adjustments | ALL | Screening (CBM), Attendance, ODRs, SBAC |
| **Group Intervention Review Meetings (20% Meetings)** | To make changes for students in interventions | Some students | Progress monitoring (CBM) |
| **Individual Problem Solving Meetings** | To further intensify interventions for those in need | Few Students | Progress Monitoring (CBM) |

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# Trying to make good decisions for our students can feel like this...

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# Trying to make good decisions for our students can feel like this...

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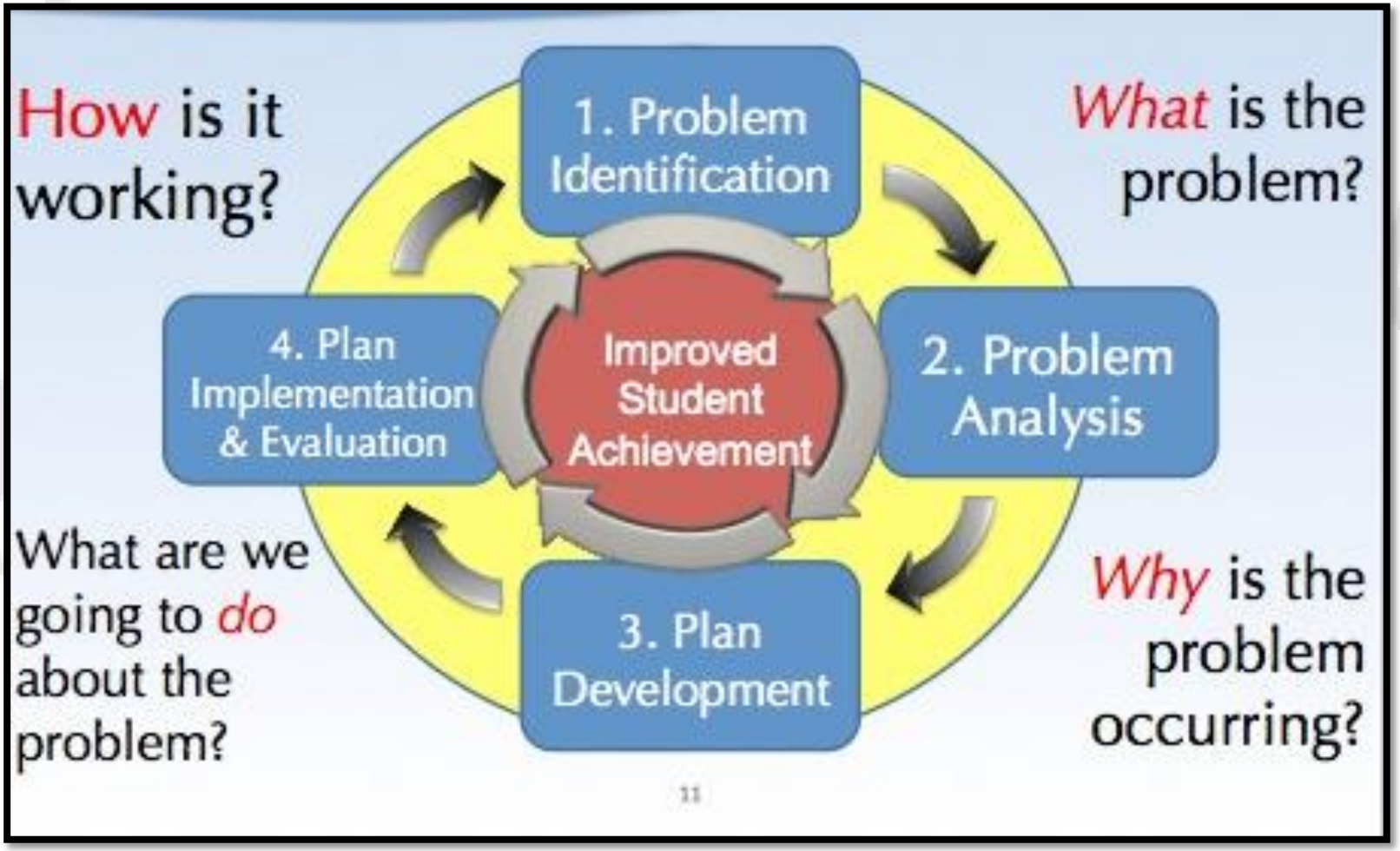
# 100% Meeting Process

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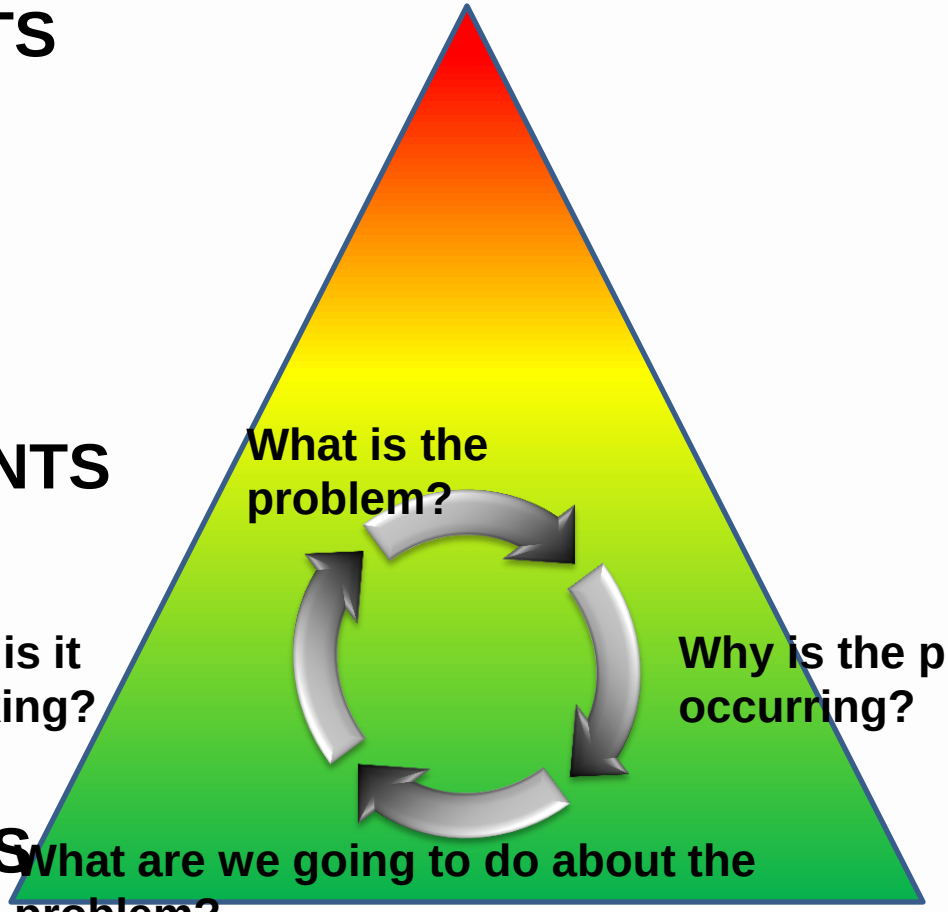
# Problem Solving Across Levels of Support

**Tier 3:**
**Individual Problem Solving Meetings**
**FEW STUDENTS**

**Tier 2/3:**
**20% Meetings**
**SOME STUDENTS**

**Tier 1:**
**100% Meetings**
**ALL STUDENTS**



# Why Problem Solving?

Framework to identify, analyze & address needs at all levels

- *Consistent*
- *Efficient*
- *Effective*
- *Sustainable*

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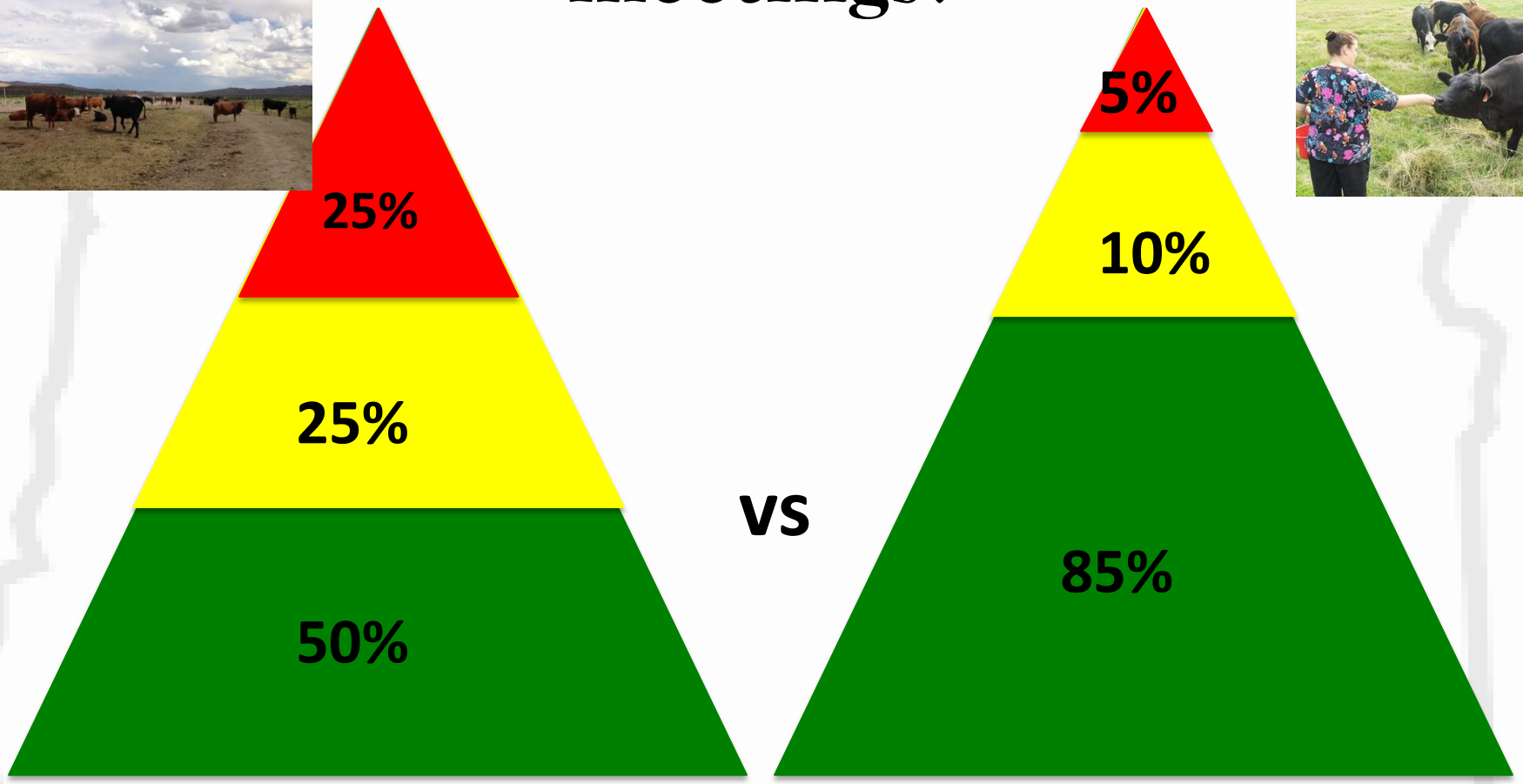
# Why do we look at *whole grade level* core instruction for 100% meetings?




*Is this a whole grade level need or a some students need?*

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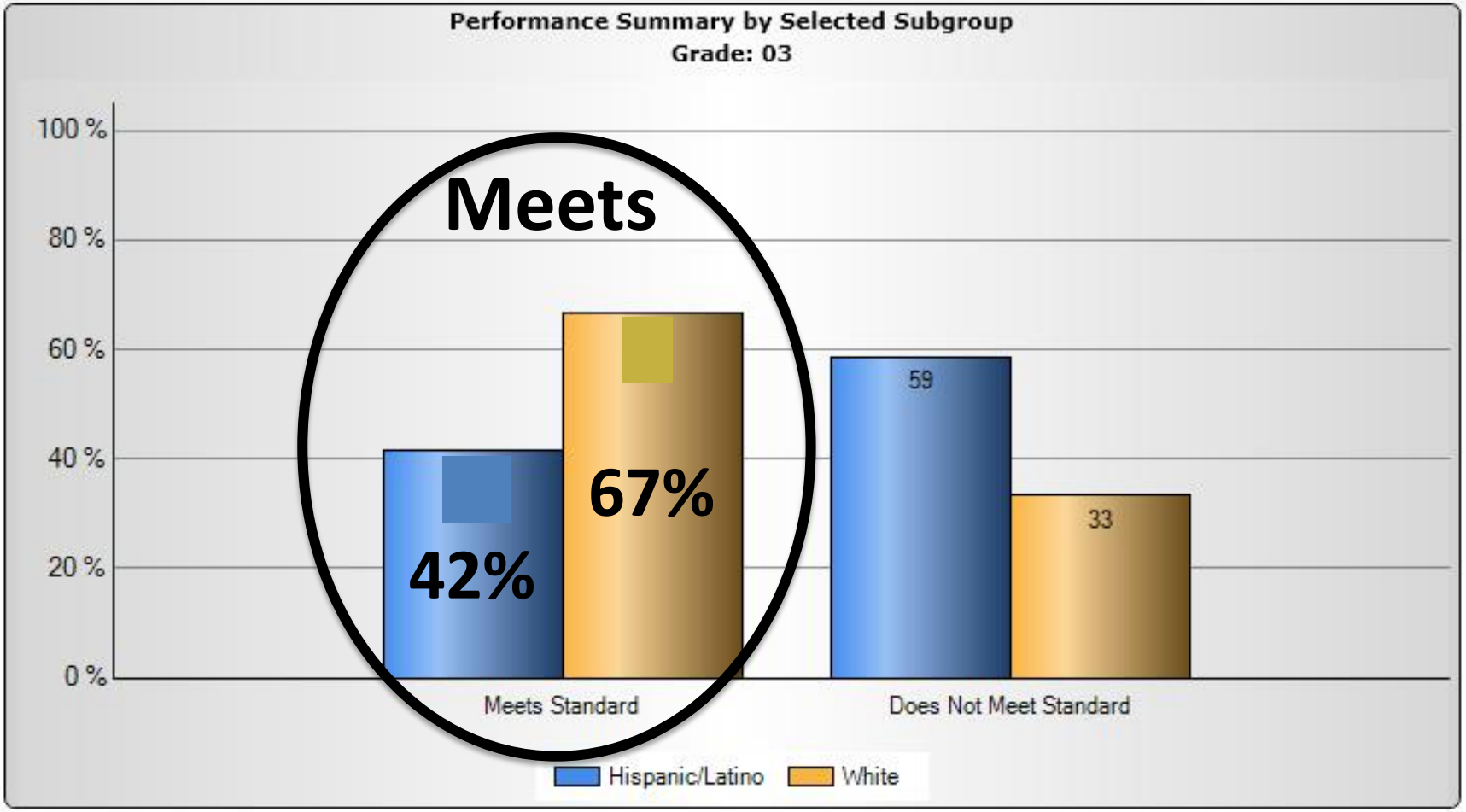
# ALL Oregon Districts
# OAKS 2013-14

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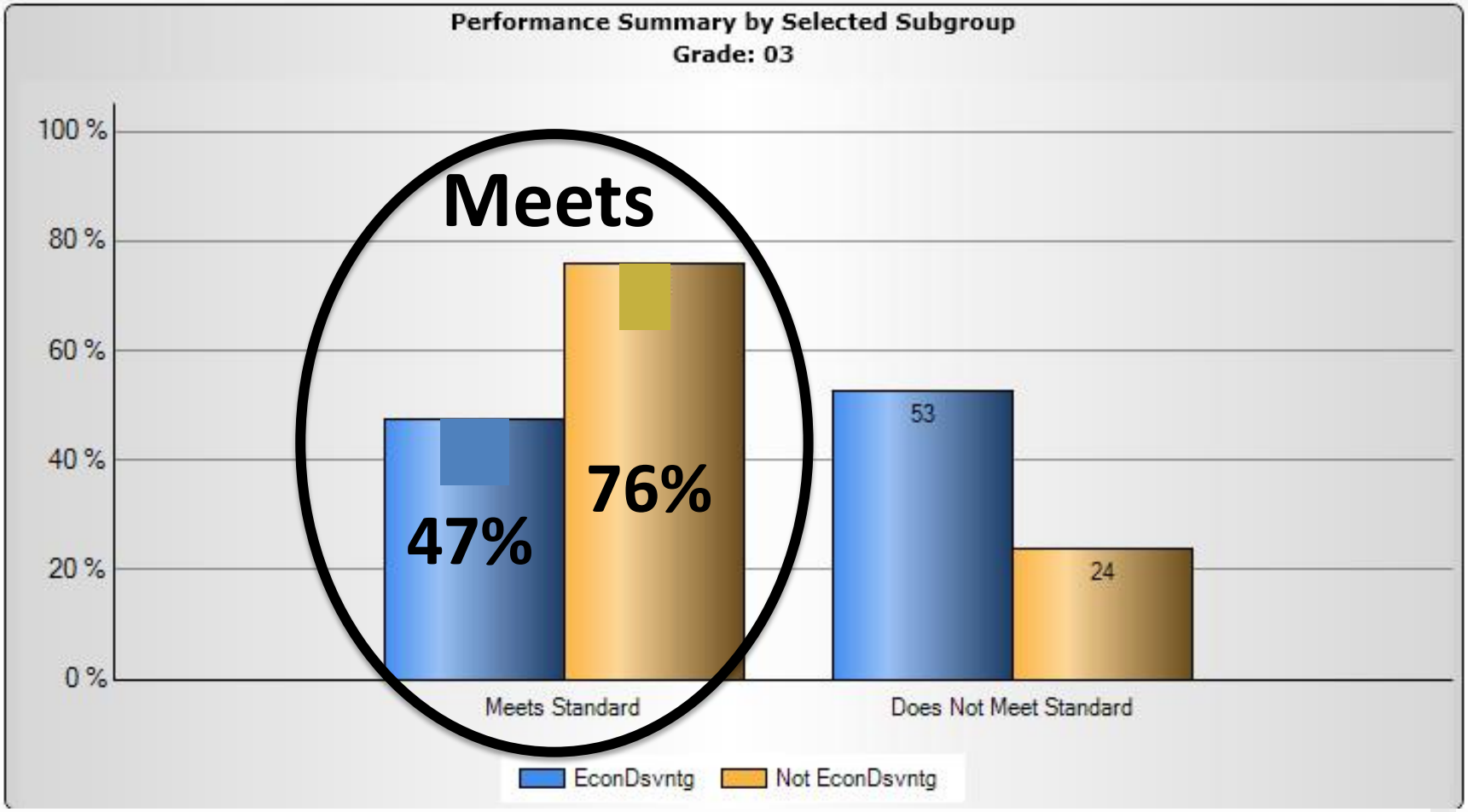


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# 100% Meeting General Features

**When:** 2-3 times per year (following collection of your schoolwide screening data)

**Who:**
Principal
Literacy Specialist/Title I
Counselor
Grade level team
Could include SPED, ELL, School Psychologist, Paraprofessionals

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# 100% Meeting General Features

**What:** Use **schoolwide screening data** to answer questions about core instruction

**Outcomes:** Identify which of the 5 Big Ideas need additional focus ***AND*** develop a plan (with a goal) for improving grade level achievement

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# Step 1: Problem Identification

A problem is defined as a discrepancy between:

# 1. Problem Identification

Do your teachers "trust the data?

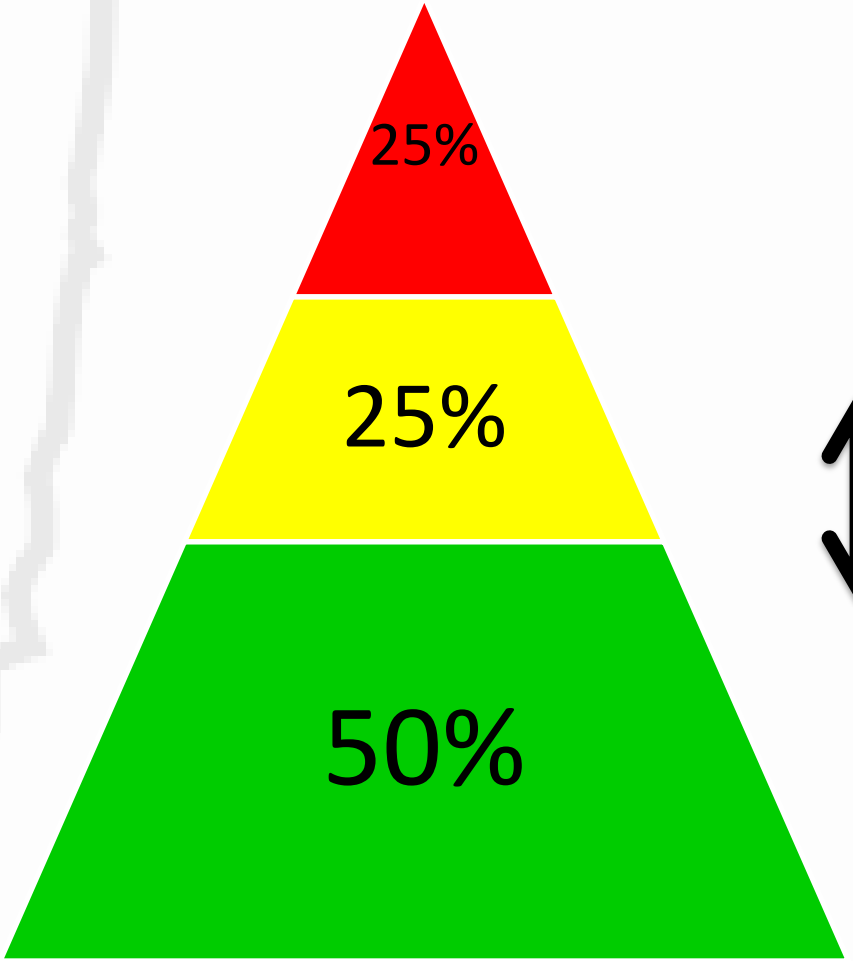
"I think..."
"I feel like..."
"I believe..."

**vs.**

"Our data/evidence indicates..."

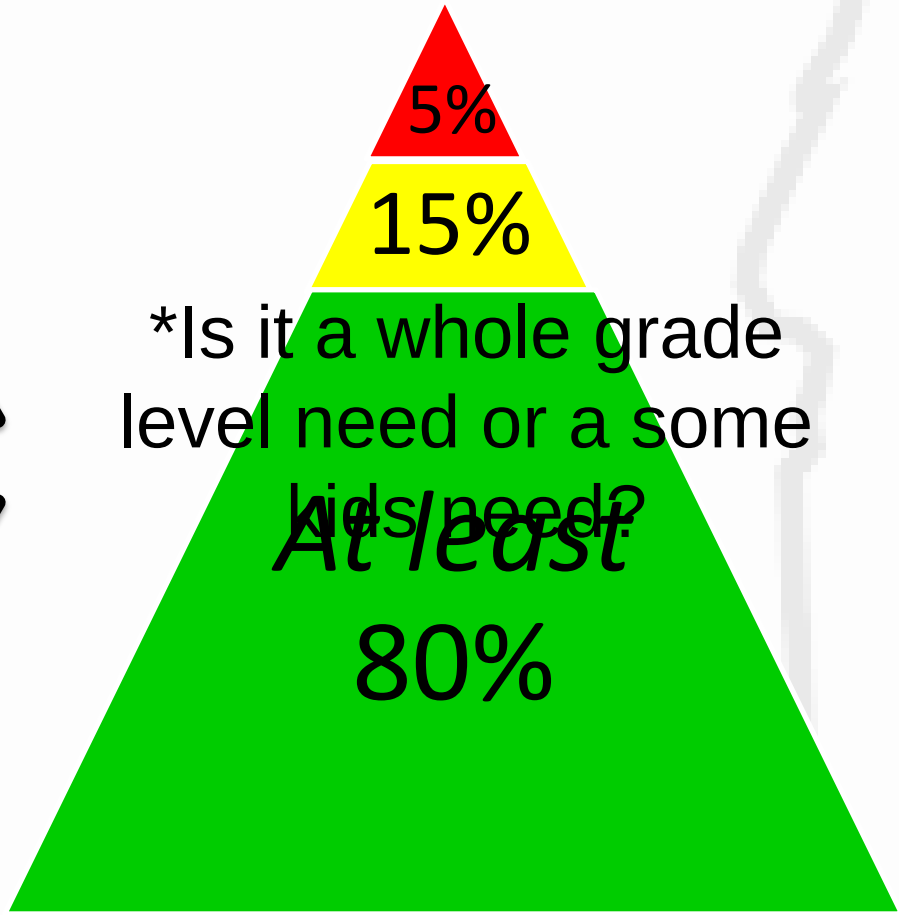
*How clearly are you currently defining "problems" in your school? Do you primarily rely on the data?*

# *Is the grade level where we want them to be?




Where we are

*Is it a whole grade level need or a some kids need?




Where we want to be

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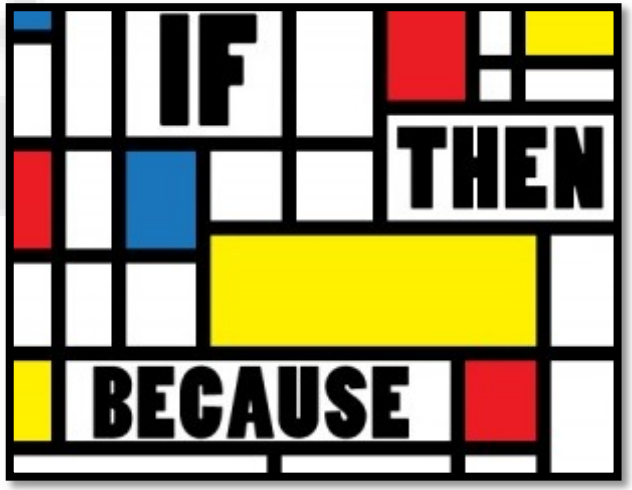
# 2. Problem Analysis

Why is the problem happening?




* What is the grade level's *priority skill need(s)*?
  - Comprehension
  - Vocabulary
  - Fluency
  - Phonics
  - Phonemic Awareness

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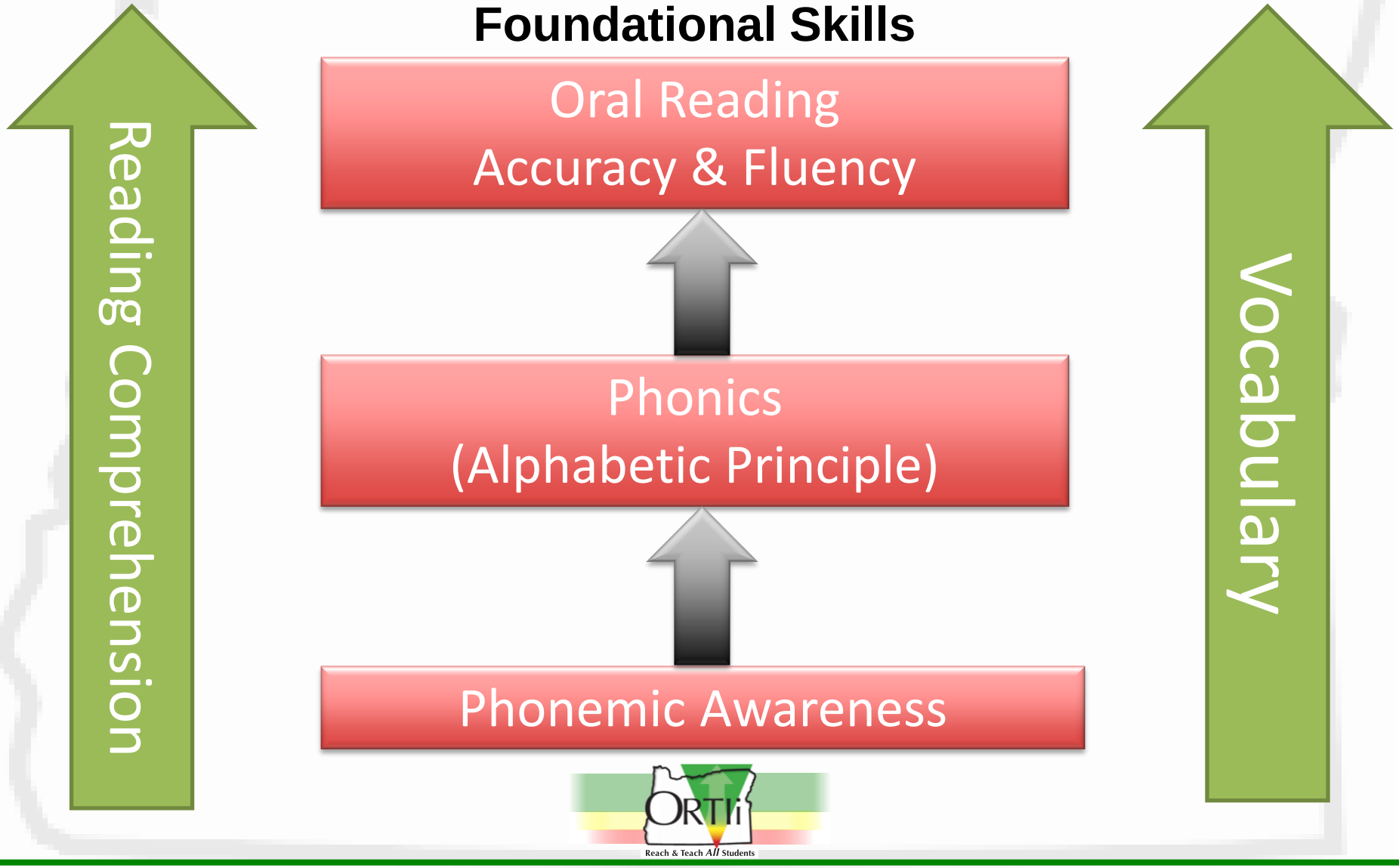
# Literacy Skills: English



# What is the priority skill need?

| 5 Big Ideas | Percentage of Students at Benchmark |
|---|---|
| Comprehension | 57% |
| Vocabulary | 75% |
| Fluency | 65% |
| Phonics | 60% |
| Phonemic Awareness | 85% |

*We want the priority skill to be close to 80% (at least)*

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# 3. Plan Identification

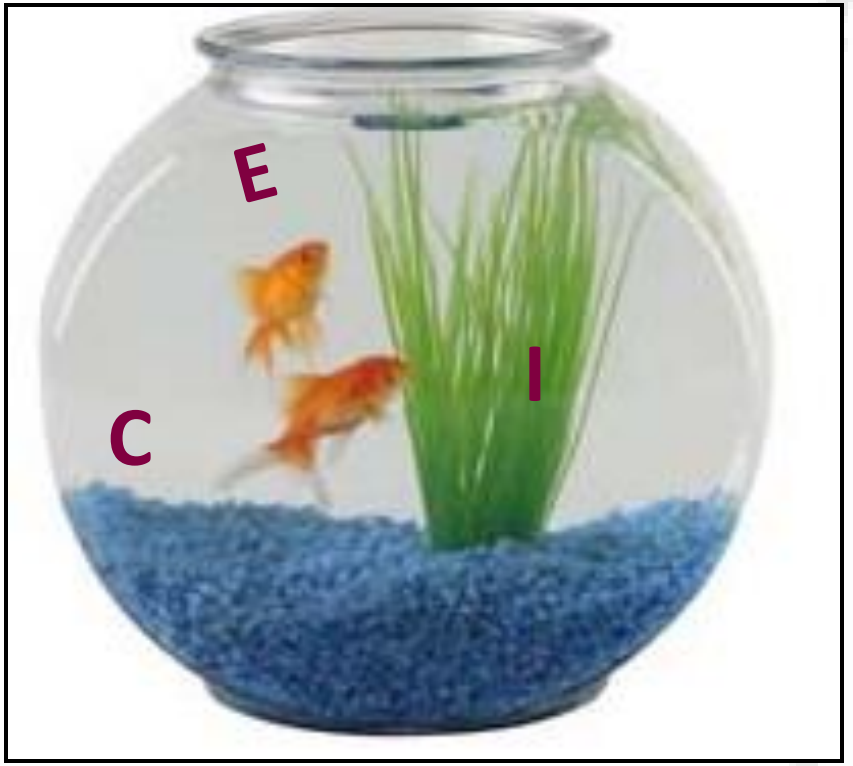
*How should we address the priority skill need(s)?*

- *Make common agreements*

# The water….

Focus on “the water”-

- Instruction
- Curriculum
- Environment



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# 3. Plan Identification:

*Make common agreements around:

**Curriculum**

**Instruction**

**Environment**

(We can control these things)

And **provide professional learning** opportunities to allow staff to implement these agreements

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# Focus on the ICE

| | |
|---|---|
| **Instruction:**<br><br>***How*** you teach | **Curriculum:**<br><br>***What*** you teach |
| **Environment:**<br><br>***Where*** you teach | **Learner:**<br><br>***Who*** you teach |

# What professional development do teachers need to implement the plan?

- Model lessons by coach or peer
- Peer lesson observation
- Video a master teacher
- In school experts training at staff meetings
- Instructional highlights at staff meetings
- Include paraprofessionals

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# 100% Mtg Agreements

**100% Data Meeting Agreements Support Document**

| Grade Level | Priority Skill and focus area | Common Effective Instructional Strategy | Common Active Engagement Strategy | How often When it is being implemented | PD Needs Addressing |
|---|---|---|---|---|---|
| K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

# 4: Plan Implementation & Evaluation

- How do we ensure that we implement our plan?
  - Make it public
  - Revisit the agreements at regular PLC/PLT/SAT times
  - Principal walkthroughs

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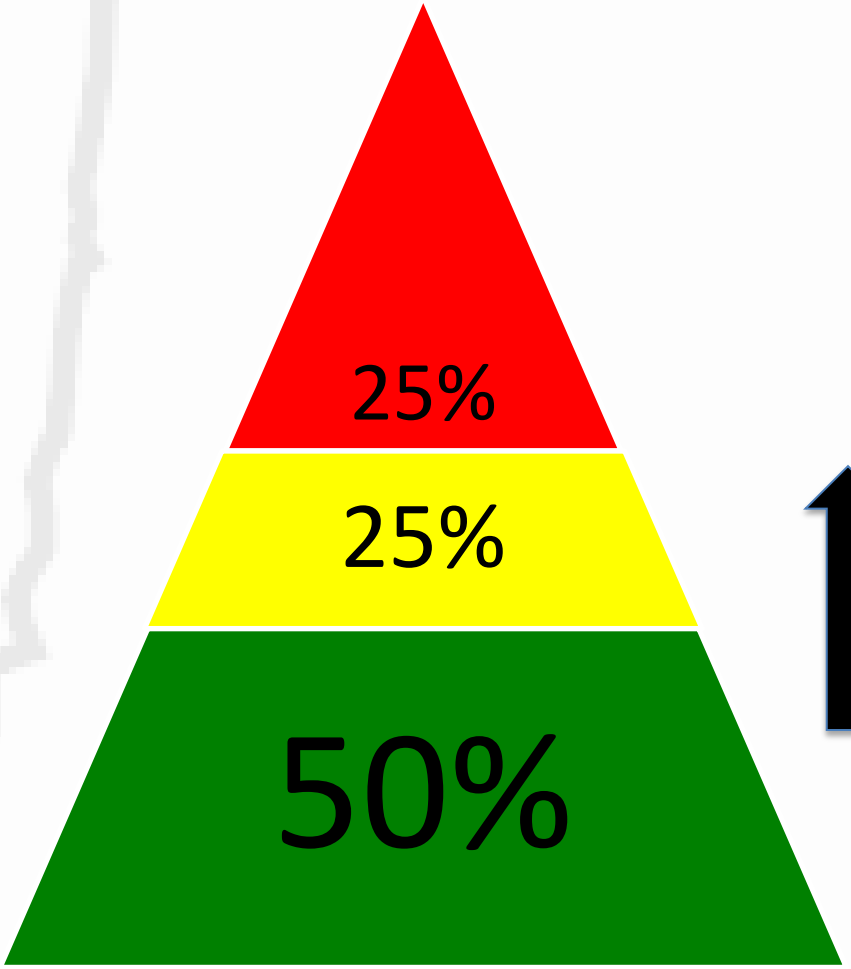
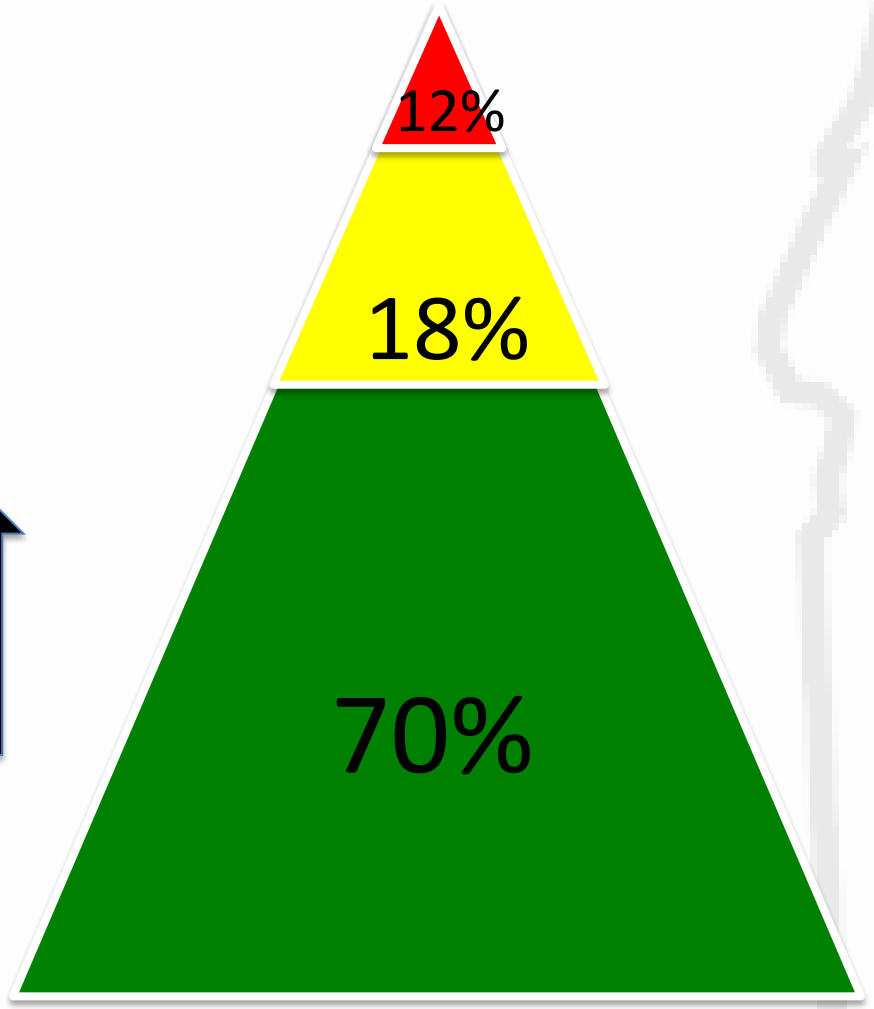
# 4: Plan Evaluation
# Next Benchmarking Period

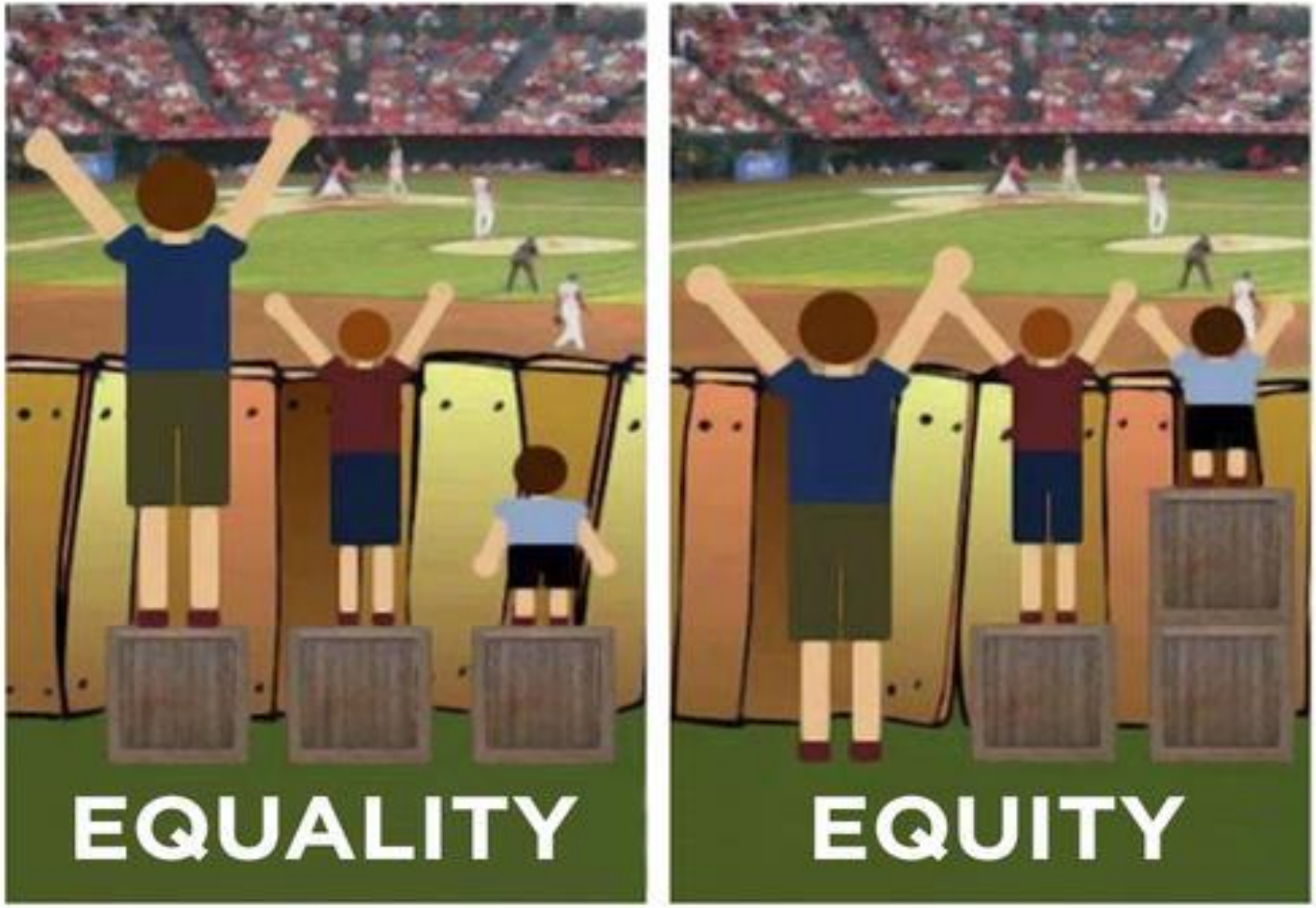



Where we were




Where we are now

# Support for all students




Adapted from Anthony Muhammad, PhD

# Atul Gawande
# Ted Talk – *How do we heal medicine?*

**“We need a system”**

# Atul Gawande

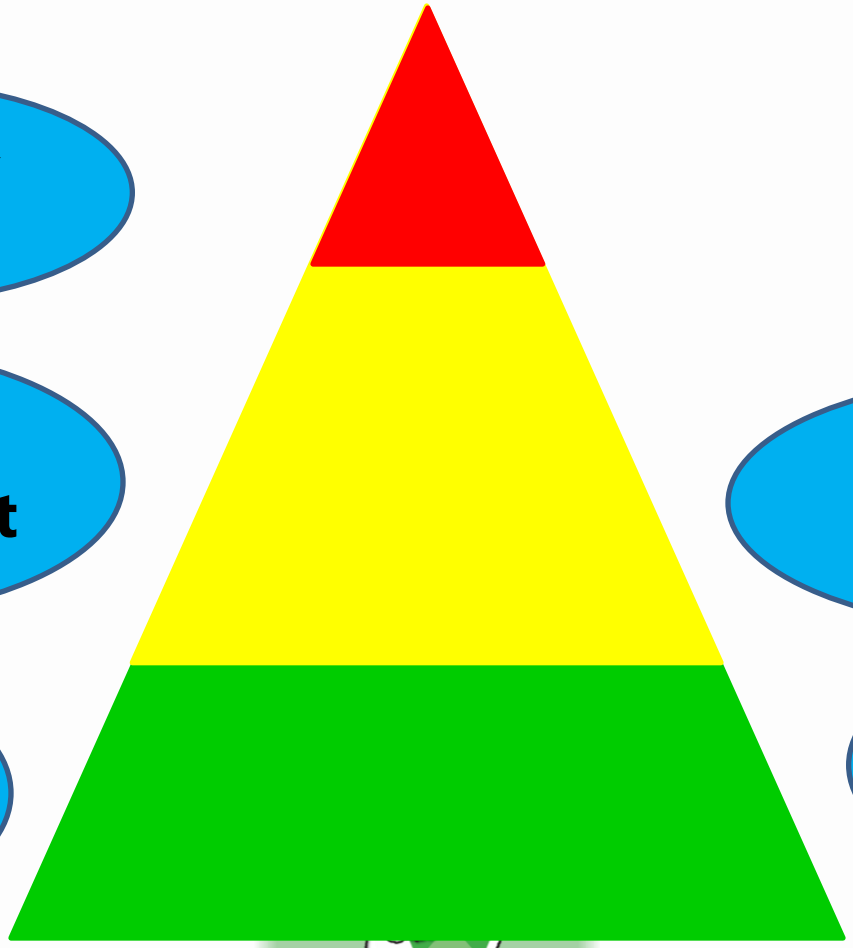
# Ted Talk – *How do we heal medicine?*

# Improving Your Core

Fidelity

Active Engagement

Environmental Strategies



Common Instructional Strategies

Common curriculum needs

***Vision: Every child in every district receives the instruction that they need and deserve…every day.***

# The 100% meeting process in a bilingual school:

## An example from Fern Hill Elementary

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# Helpful Definitions

- **L1:** native, foundational, or strongest language
- **L2:** secondary and/or weaker, language
- Bilingual Models:
  - **Dual Language**
  - **Two-way immersion (TWI)**
  - **Native language literacy**

# Forest Grove SD (K – 4)

- 2 English-only schools
- 2 Dual Language Schools
- 2 Native Language Literacy schools

# Fern Hill Elementary

- Forest Grove, OR
- 356 students
- Grades k-4
- Native Language Literacy Model (K-3)
- 59% of students are ELL

- 80% of students are Hispanic/Latino
- We are currently considered a 100% poverty school

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# Obstacles

- Good data in both English and Spanish
- How to separate the data but still keep everyone working together
- Having all the materials designed for both English and Spanish

# Originally all of us felt isolated by the differences in our programs

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# So we found a way to all work together with the same goals

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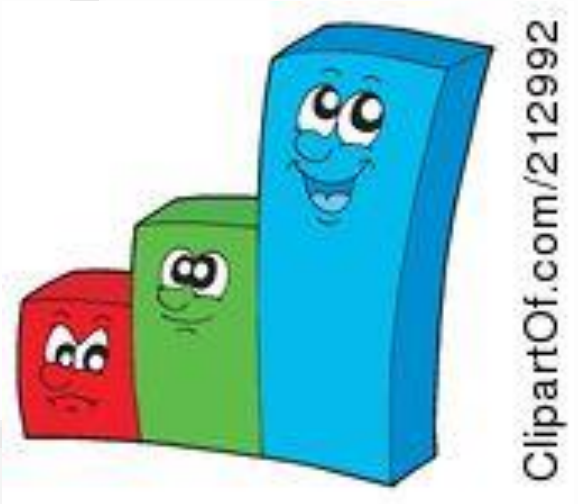
# Data AND Thinking Required

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# 100% Mtg at Fern Hill

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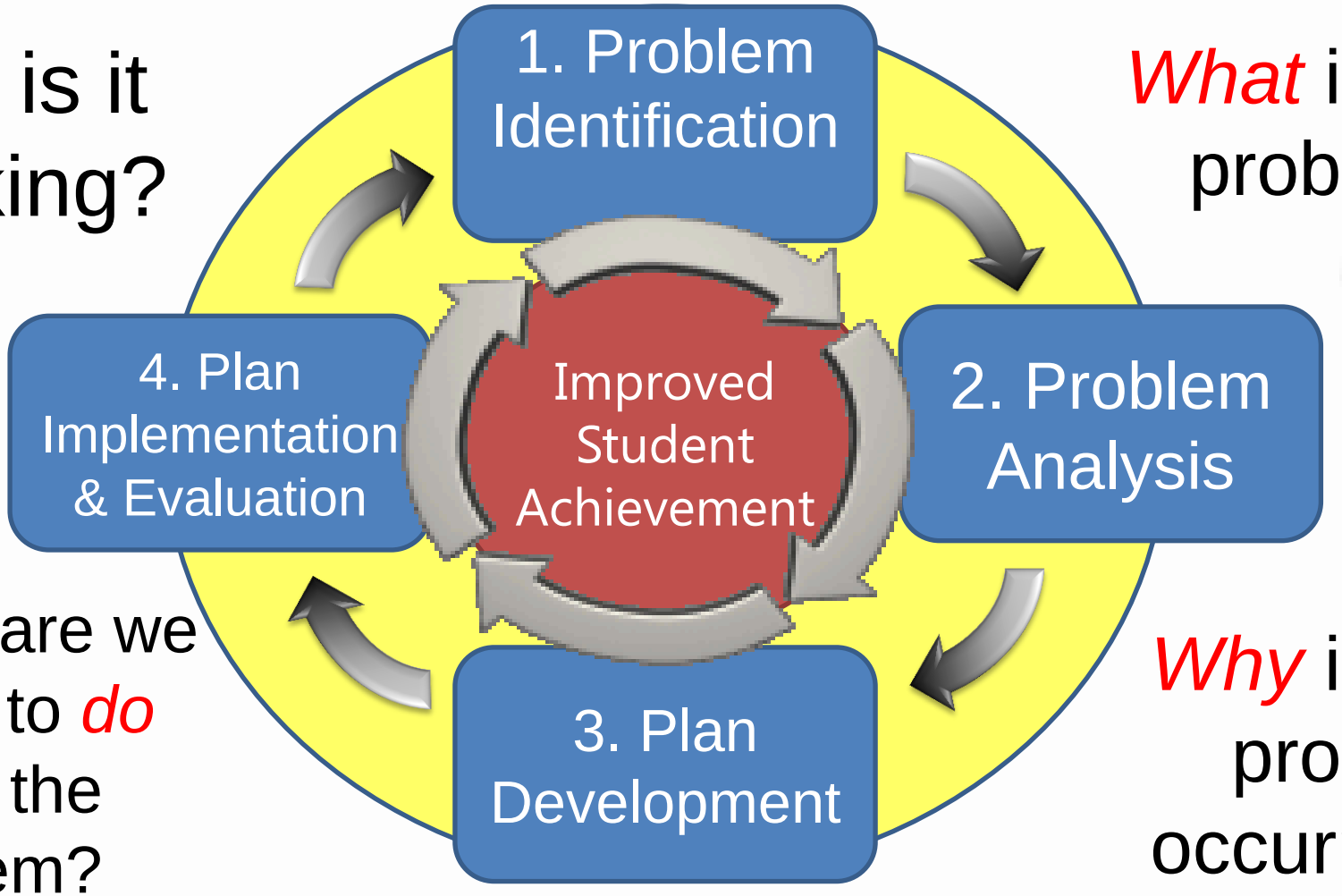
# The Problem Solving Process
# The "Improving the Core" Process

How is it working?

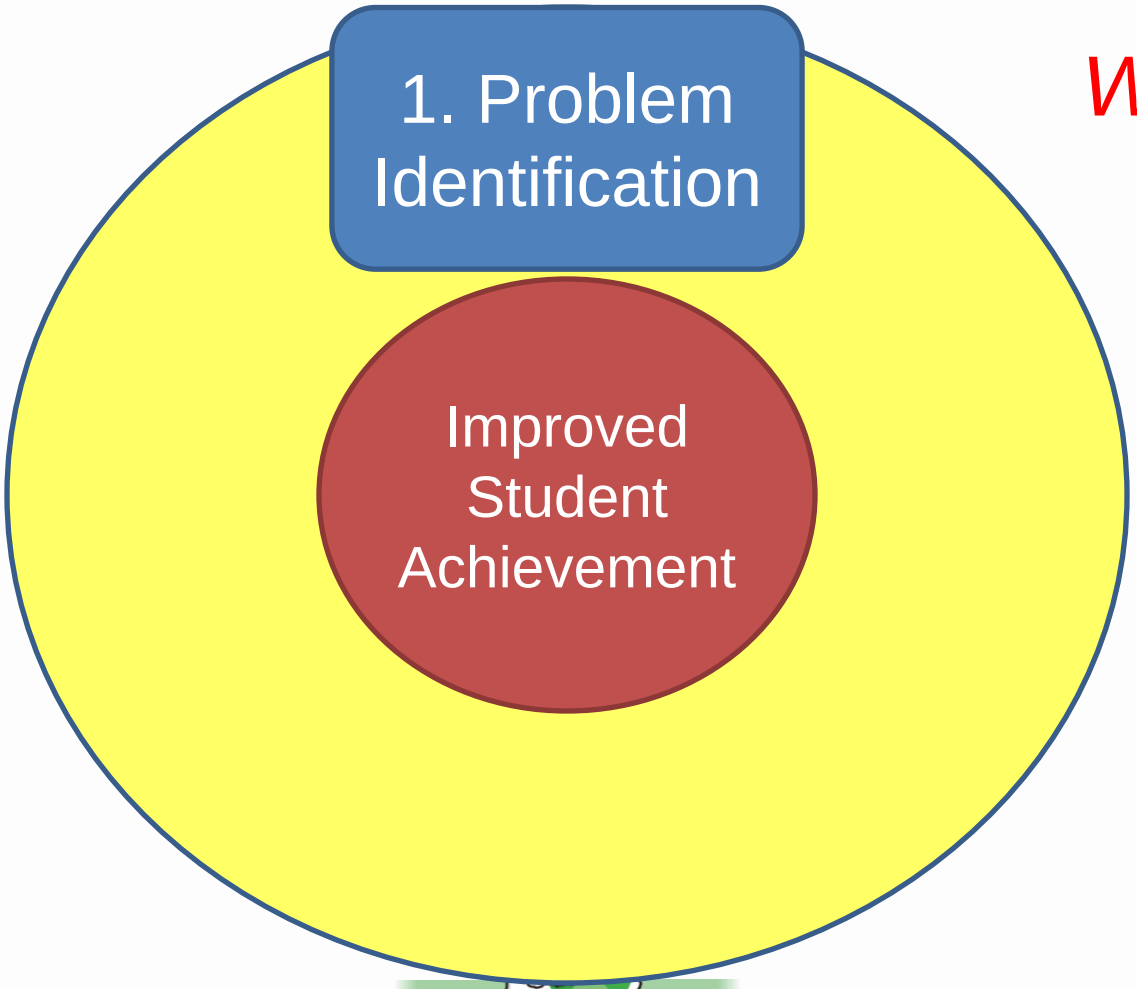
*What* is the problem?




What are we going to *do* about the problem?

*Why* is the problem occurring?

# Step 1: Problem Identification




*What* is the problem?

# Screenshot of agenda: Step 1

## 100% Data Meeting Agenda – English/Spanish Literacy

School: Fern Hill  Grade level: 2

Benchmarking period (circle one): Fall (Winter) Spring

### Step 1a: Problem Identification (What is the problem?)

**Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?**

a) Review and analyze ***current*** benchmark screening data. Record percentages below:

b) Review and analyze ***previous*** benchmark screening data. Record percentages below:

c) Using current and previous benchmarking data, set a ***goal*** for next benchmarking period. Record below:

| Risk Level | Fall | | Winter | | Spring | | Change % Fall to Winter | | Change % Win to Spr | | Change % Fall to Spring | | Fall Goal | | Winter Goal | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Eng | Span | Eng | Span | Eng | Span | Eng | Span | Eng | Span | Eng | Span | Eng | Span | Eng | Span |
| %Low Risk | 23% | 50% | 55% | 55% | | | 40% | 73% | ↑32 | 5↑ | 69% | 83% | | | | |
| % Some Risk | 33% | 30% | 22% | 28% | | | 27% | 10% | ↓11 | 2↓ | 13% | 10% | | | | |
| % High Risk | 44% | 20% | 23% | 17% | | | 33% | 17% | ↓21 | 3↓ | 18% | 7% | | | | |

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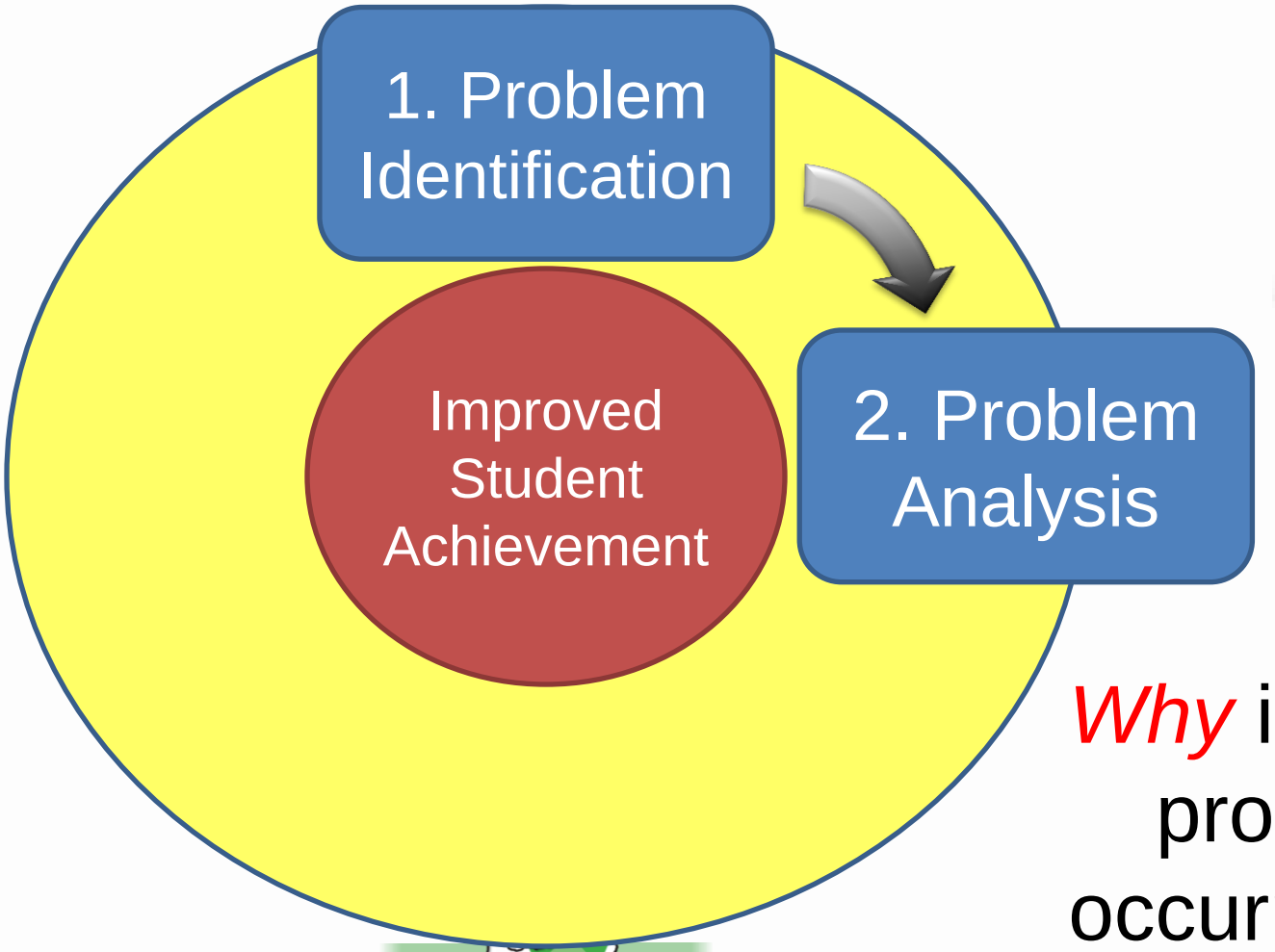
# The Problem Solving Process




*Why* is the problem occurring?



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# Problem Analysis

**Step 2: Problem Analysis (Why is it happening?)**

a) Chart data to determine which big idea of reading is currently the most important *common instructional need* for most students.

ENGLISH

| Skill | Phonological Awareness | Phonics | | Fluency | Vocabulary | Comprehension |
|---|---|---|---|---|---|---|
| easyCBM Assessment | PS | LS | WRF | PRF | Vocab-VC | MCRC |
| % Low Risk | | | | 47% | 76% | 49% |

SPANISH

| Skill | Phonological Awareness | Phonics | Fluency |
|---|---|---|---|
| IDEL | FSF | FPS | FLO |
| % Low Risk | | | 55% |

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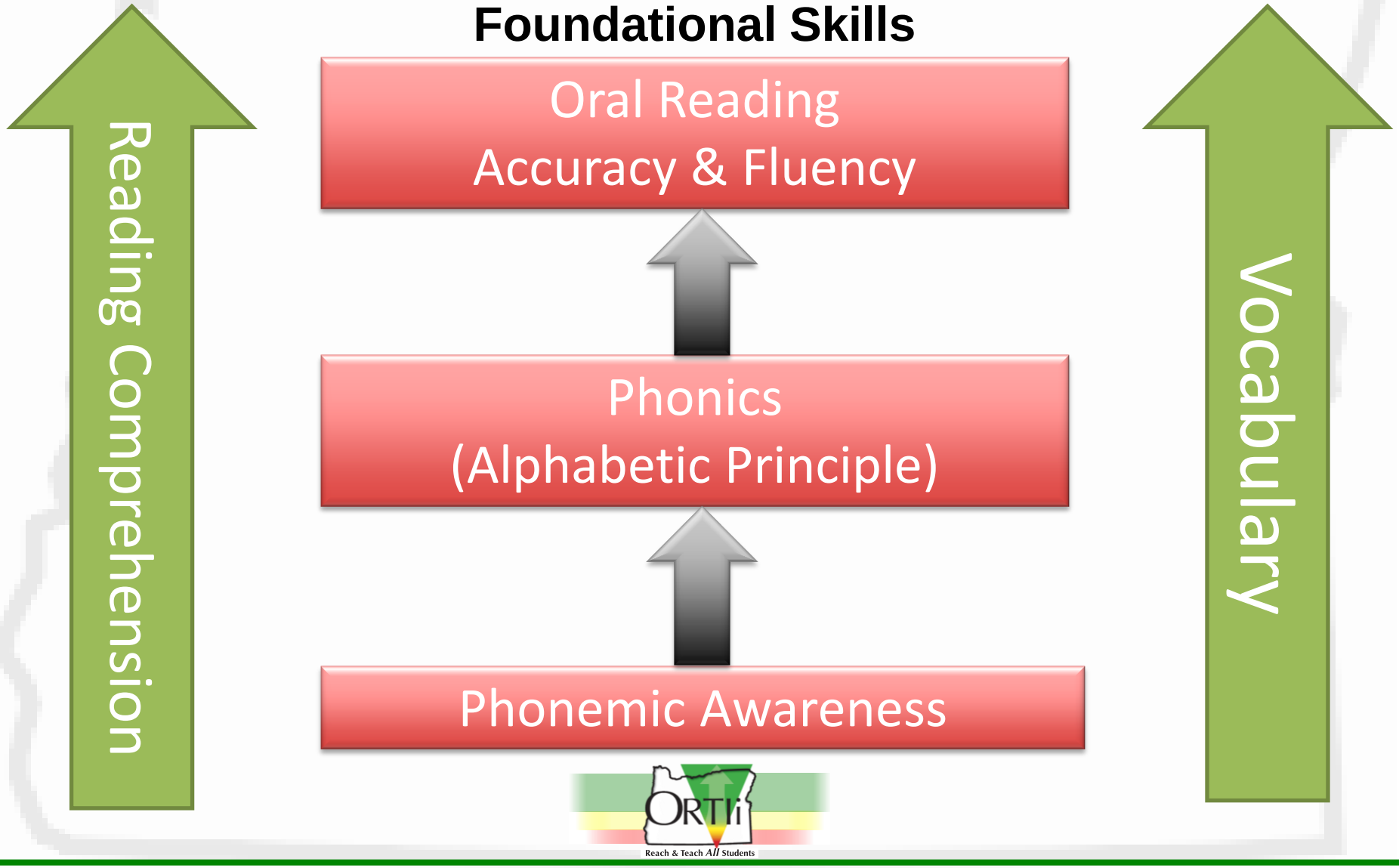
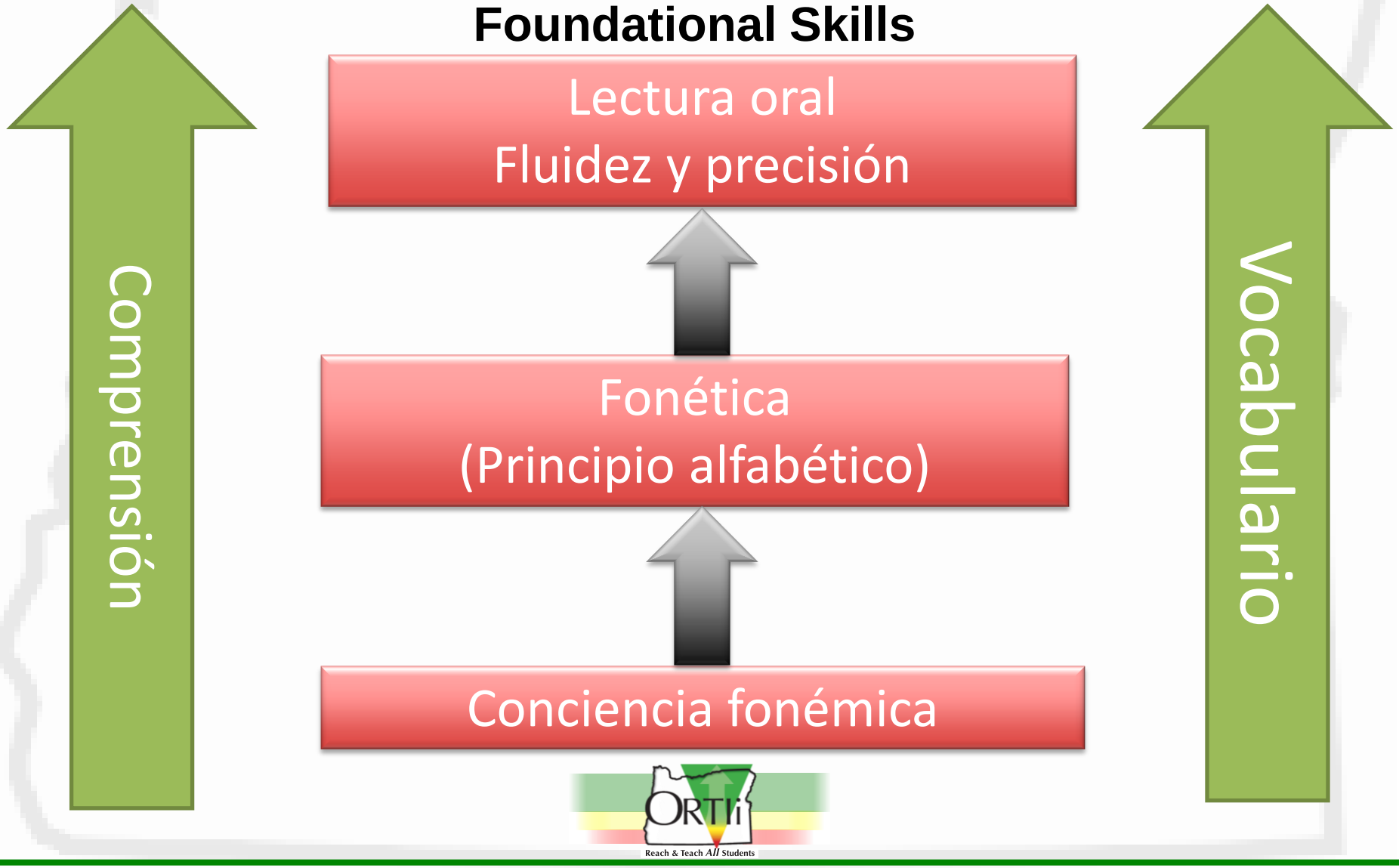
# Supplementing the Resources

The Spanish resources and tools we developed were the same FORMAT (as the English version) but with different (Spanish) CONTENT

# Literacy Skills: English



# Literacy Skills: Spanish



# CCSS English

CCSS Common Instructional Needs

| | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade |
|---|---|---|---|---|---|---|
| Print | Left to right<br>Letter Names<br>Word Spacing | Features of a sentence | | | | |
| Phonemic Awareness | Sound/Word comparison<br>Rhyming<br>Blend & Segment:<br>Sentences<br>Syllables<br>Onset-rime | | | | | |
| | Blend & Segment: Individual Phonemes | | | | | |
| | Phoneme deletion & manipulation | | | | | |
| Phonics | Letter sounds<br>Long/Short vowels | | | | | |
| | High Frequency Words/Sight Words | | | | | |
| | | VC & CVC words<br>Consonant Blends<br>Consonant Digraphs<br>Silent e<br>Advanced consonants<br>Vowel in each syllable<br>Inflectional endings<br>Irregularly spelled words | | | | |
| | | | Vowel teams | | | |
| | | | | | Morphology<br>Accurately unfamiliar<br>Multisyllabic words in context/out of context | |
| | | | Multisyllabic words<br>Prefixes & Suffixes | | | |
| Fluency | | Accuracy: @90% | >95% | 96-97% | 97-98% | 97-98% |
| | | 30-50 WCPM | 40-100 WCPM | 70-100 WCPM | 100-140 WCPM | 100-140 WCPM |
| | | Attends to punctuation<br>Self corrects when reading | | | | |
| | | Phrasing, Expression, Smoothness (Prosody) | | | | |
| Vocabulary | Concept Naming & Use | | | | | |
| | Learns new words through direct instruction (Receptive Vocabulary) | | | | | |
| | Uses new words in speaking and writing (Expressive Vocabulary) | | | | | |
| | | Use context clues to understand the meaning of words (Contextual Analysis)<br>Uses word structure to understand meaning of words (Morphemic Analysis) | | | | |
| | | | | | Consult reference materials | |
| Comprehension | Answering Text Based Questions<br>Makes predictions<br>Retelling & Summarizing<br>Making Connections | | | | | |
| | | Main Idea and Details<br>Point of view<br>Making Inferences<br>Monitoring Comprehension | | | | |
| | | | Analyze structure of text | | | |
| | | | | Author's Purpose/Point of View<br>Informational Text Structure/Charts, Maps, Graphs, Tables, Insets<br>Compare and contrast text | | |

# Spanish Common Instructional Needs

## Spanish Common Instructional Needs

| | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade |
|---|---|---|---|---|---|
| Phonemic Awareness Conocimiento fonológico | *Sound/Word Comparison*-**comparación de palabras/sonidos**<br>*Combining and segmenting sentences/words/syllables*-**la combinación y segmentación de oraciones/palabras/sílabas** | | | | |
| | *Segmenting/Blending individual phonemes*-**segmentación/combinación de fonemas individuales**<br>*Changing words with phoneme manipulation*-**la manipulación de fonemas para cambiar palabras** | | | | |
| Phonics Fonética | *Sounds*-**Sonidos** | | | | |
| | *Open Syllables*-**Sílabas abiertas**<br>*Syllables for C, G, Q*-**Sílabas de C, G, Q**<br>*HFW*-**Palabras del uso frecuente** | | | | |
| | | *Closed Syllables*-**Las sílabas cerradas**<br>*Consonant Blends*-**grupo consonántico**<br>*Digraphs and soft r*-**dígrafo y r suave**<br>*Plurals*-**Plurales**<br>*Hiatuses/dipthings*-**hiatos/diptongos**<br>*Accentuation*-**acentuación** | | | |
| | | | *Compound Words*-**palabras compuestas**<br>*Prefixes/Suffixes*-**Prefijos /Sufijos** | | |

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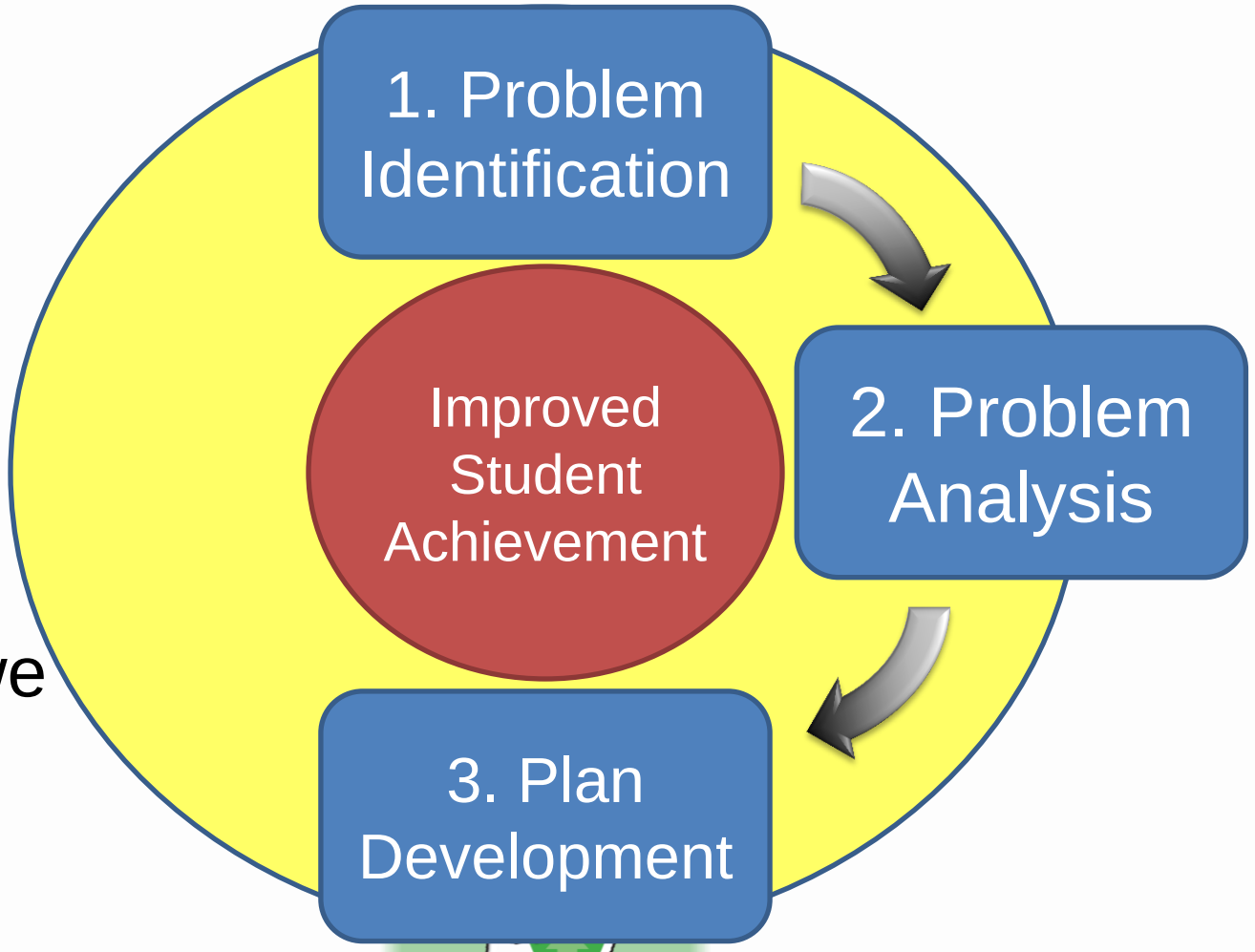
# Step 3: Plan Development




What are we going to *do* about the problem?



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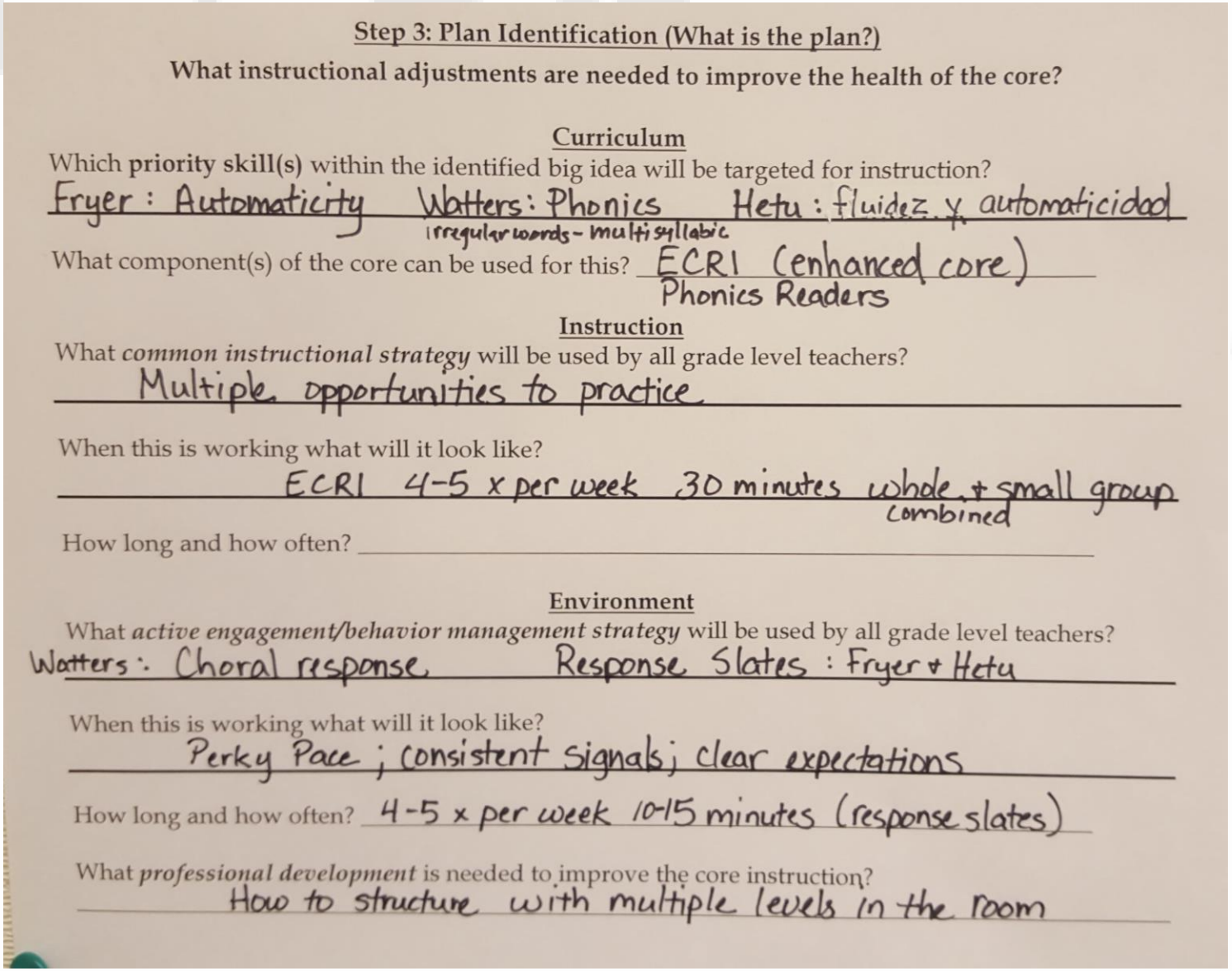
# Focus on the ICE

| | |
|---|---|
| **Instruction:**<br><br>***How*** you teach | **Curriculum:**<br><br>***What*** you teach |
| **Environment:**<br><br>***Where*** you teach | **Learner:**<br><br>***Who*** you teach |

# Plan Identification: ICE



**Step 3: Plan Identification (What is the plan?)**

**What instructional adjustments are needed to improve the health of the core?**

**Curriculum**

Which **priority skill(s)** within the identified big idea will be targeted for instruction?

Fryer : Automaticity  Watters: Phonics (irregular words - multisyllabic)  Hetu : fluidez y automaticidad

What component(s) of the core can be used for this? ECRI (enhanced core) Phonics Readers

**Instruction**

What *common instructional strategy* will be used by all grade level teachers?

Multiple opportunities to practice

When this is working what will it look like?

ECRI 4-5 x per week 30 minutes whole + small group combined

How long and how often? _____

**Environment**

What *active engagement/behavior management strategy* will be used by all grade level teachers?

Watters: Choral response  Response Slates : Fryer & Hetu

When this is working what will it look like?

Perky Pace ; consistent signals; clear expectations

How long and how often? 4-5 x per week 10-15 minutes (response slates)

What *professional development* is needed to improve the core instruction?

How to structure with multiple levels in the room

# Instructional Strategies

## Common Instructional Strategies

**I do it:**

- ☐ **Instructor provides explicit instruction**
  - Sets the purpose for the instruction
  - Identifies the important details of the concept being taught
  - Provides instructions that have only one interpretation
  - Makes connection to previously-learned material
- ☐ **Instructor models instructional tasks when appropriate**
  - Demonstrates the task (*e.g.* uses think alouds)
  - Proceeds in step-by-step fashion
  - Limits language to demonstration of skill
  - Makes eye contact with students, speaks clearly while modeling skill
- ☐ **Instructor engages students in meaningful interactions with language during lesson**
  - Provides and elicits background information
  - Emphasizes distinctive features of new concepts
  - Uses visuals and manipulatives to teach content as necessary
  - Makes relationships among concepts overt
  - Engages students in discourse around new concepts elaborates on student responses

**We do it:**

- ☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
  - Provides more than one opportunity to practice each new skill
  - Provides opportunities for practice after each step in instruction
  - Provides feedback during and after task completion
  - Elicits group responses
  - Provides extra practice based on accuracy of student responses
- ☐ **Instructor provides corrective feedback after initial student responses**
  - Provides affirmations for correct responses
  - Promptly corrects errors with provision of correct model
  - Limits corrective feedback language to the task at hand

**We do it together:**

- ☐ **Instructor utilizes precision partnerships**
  - Assigning of roles is based on skill level
  - Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
  - Teacher calls a listener to share partner's thinking
  - Teacher provides corrective feedback while monitoring conversations
  - Students follow a student to student feedback protocol
- ☐ **Instructor utilizes cooperative group work**
  - Heterogeneous groups are assigned by teacher
  - Group roles are assigned by teacher
  - Individual and group accountability is evident
  - Elicits a high percentage of accurate response from group
  - Holds same standard of accuracy for high performers and low performers

**You do it alone:**

- ☐ **Students are engaged in the lesson during independent work**
  - Independent work routines and procedures previously taught
  - Models task before allowing students to work independently
  - Checks for student understanding of the task(s)
  - Students use previously-learned strategies or routines when they come to a task they don't understand
  - Independent work is completed with high level of accuracy

Based on Oregon Reading First 9 features of effective instruction

# Common Active Engagement Strategies

## How we keep students involved

- Oral Responses
- Written Responses
- Action Responses

*How should we increase our active engagement of the priority skill need?*

# Common Active Engagement Strategies

## Common Engagement Strategies

| *Oral Responses (Things Students Say)* | | |
|---|---|---|
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| ☐ Choral Responses | The answers are short and the same | Provide an auditory and/or visual signal |
| ☐ Partner Responses | The answers are long or short and different | Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels |
| ☐ Team Responses | The answers are long and different | Can combine partnerships to form teams; Assign team member numbers |
| ☐ Individual Responses | The answer comes from a student's own experience | Can have the students share with a partner first<br>*Whip around or pass* (students have the option to say an answer or pass) |
| ***Written Responses (Things Student Write)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| ☐ Response Slates (White Boards) | The answers are long or short, more divergent or dependent on personal experience | Set clear expectations (e.g. "After writing the answer, set your pen down) |
| ☐ Graphic Organizers | Students organize thinking alone, in partners or teams | Use after reading for greatest impact. Good for retelling |
| ☐ Completing a Sentence Frame | Structure is needed to complete correct sentences | Useful with vocabulary instruction |
| ***Action Responses (Things Students Do)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| ☐ Touching or Pointing | The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention | "Put your finger on the word", "Touch the picture", etc. |
| ☐ Acting Out/Gestures | Teaching vocabulary | Can use gestures, facial expressions, actions, movements |
| ☐ Hand Signals | Reviewing factual information | Can have students form hand signal on desk, then hold up in unison |
| ☐ Response Cards | The number of potential answers is limited | True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc. |
| ☐ Manipulates | In small group or at seats | Elkonin boxes; sorting pictures for summarizing/order of events |
| ***Alternative Passage Reading Procedures*** | | |
| ***Strategy*** | ***Description/Suggestions*** | |
| ☐ Echo Reading | Teacher reads a segment, and then student(s) echo back the same segment. | |
| ☐ Choral Reading | Teacher and students read aloud together. Read at a moderate rate, after students have read the passage silently | |
| ☐ Cloze Reading | Teacher reads aloud and pauses at certain words you want the students to read. | |
| ☐ Augmented Silent Reading | Ask students a pre-reading question that they will answer after they read. Have various students "whisper read" to you. Can use exit slips to ensure student accountability | |
| ☐ Partner Reading | Partners alternate reading, providing error correction | |

# 100% Meeting Agreements

## 100% Meeting Agreements

**School: _____Fern Hill_____** **Date: ____1/26/2016_____**

| Grade Level | Goal For Next Benchmarking | Priority Skill | Instructional Strategy | Engagement Strategy | PD Needs |
|---|---|---|---|---|---|
| **Kinder** | Eng: L 74%, S 12%, H 14%<br>Span: L 79%, S 21%, H 0% | Eng: Phonemic Awareness-blend and segment With ECRI, and add phonics and decoding supplemental kit<br>Sp. Phonics—silabas abiertas, silabas de c, g, q With ECRI, estrellitas, MySkillsBuddy | Eng: Multiple opportunities for practice 4-5x a week, ECRI plus 5 minutes<br>Sp. Multiple opportunities for practice 4-5x a week, ECRI plus 5 minutes | Eng: Choral responses, 4-5x a week, ECRI plus 5 min<br>Sp. Choral responses, 4-5x a week, ECRI plus 5 min | Eng-ECRI training—model lesson; conversations about what to do for the students who are higher level readers<br>Sp-ECRI training—model lesson |
| **1st Grade** | Eng: L 53%, S 34%, H 13%<br>Span: L 73%, S 13%, H 14% | Eng: Phonics—Consonant blends/digraphs, silent e, advanced consonants, vowel in each syllable, inflectional endings, Irregularly spelled words<br>Sp. Phonics for high risk—silabas abiertas, silabas de c, g, q, palabras uso frecuente | Eng: ECRI: Instructor provides explicit instruction; 4-5x a week, 30 min<br>Sp. ECRI: multiple opportunities for practice; 4-5x a week, 30 min | Eng: Perky pace with choral and individual responses 4-5x a week; 20 min<br>Sp. Perky pace, choral reading w/choral and individual responses | Eng—ECRI training—Multisyllabic words. Differentiated instruction<br>Sp—Whisper coaching for ECRI. Time to meet with Carol Dissen |
| **2nd Grade** | Eng: L 69%, S 13%, H 18%<br>Span: L 83%, S 10%, H 7% | Eng: Fryer: Fluency-Automaticity Watters: Phonics-Irregularly spelled words; multisyllabic words<br>Sp. Hetu: Fluency-automaticity | Eng: Multiple opportunities for practice—ECRI 4-5 x a week; 30 min (whole/small group combined)<br>Sp. Same as English | Eng: Perky Pace-response slates; choral responses<br>Sp. Perky pace-Response slates | Eng-ECRI with feedback; how do you structure a literacy block; how to deal with multiple levels Anita Archer<br>Sp-ECRI with feedback; having multiple levels in a room |
| **3rd Grade** | L 33%, S 33%, H 34% | Fluency—automaticity and prosody | Multiple opportunities for student to practice, 5 days a week, 15-20 min a day | Choral Reading, 4 days a week, 5-10 minutes | Anita Archer—writing; fluency |

# How we built instructional expertise at Fern Hill

- Ongoing, embedded training by master teacher Anita Archer
- Enhancing Core Phonics instruction (ECRI templates)
- Model lessons by Specialists
- Peer lesson observation
- Training at staff meetings
- Expert training for Instructional Assistants

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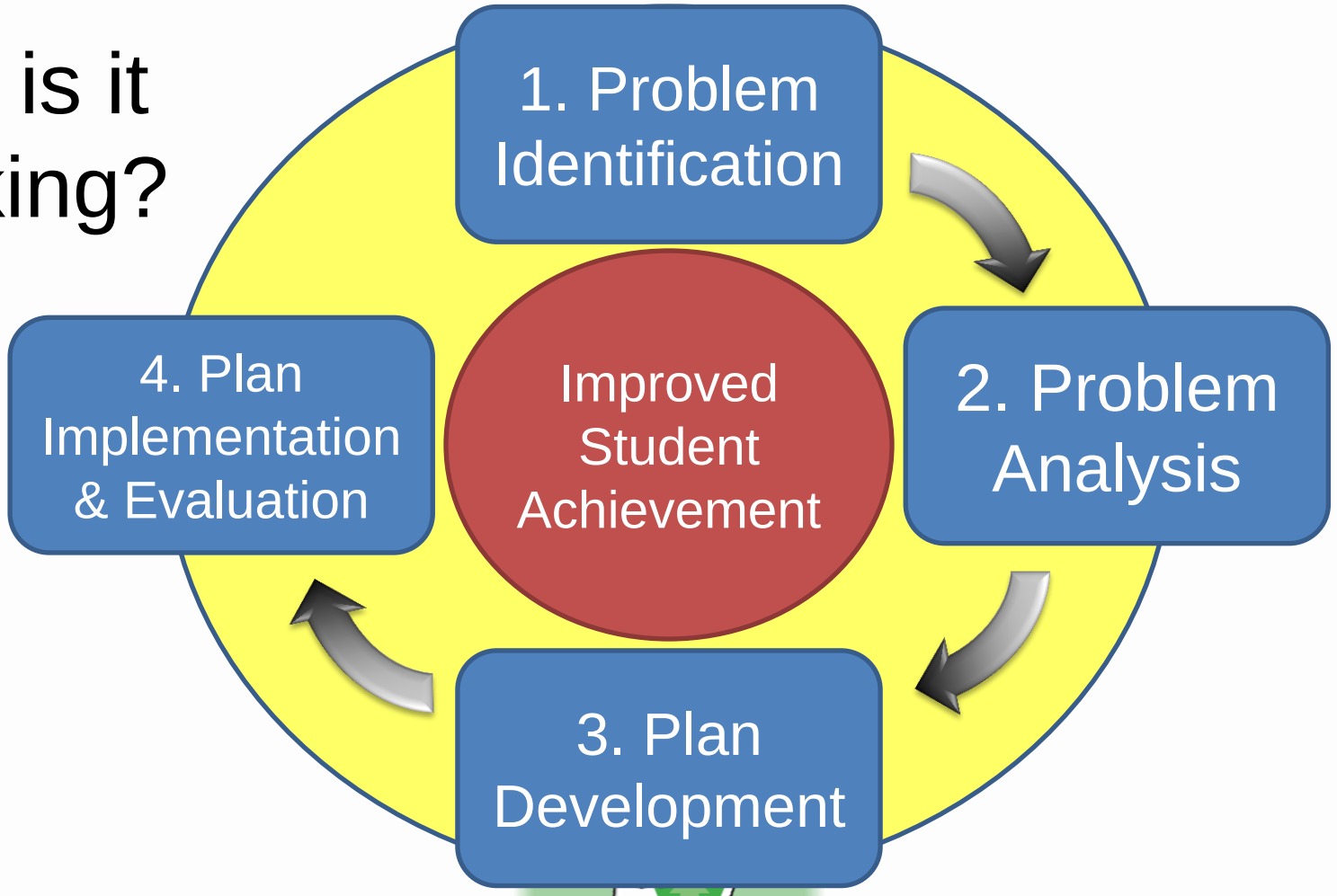
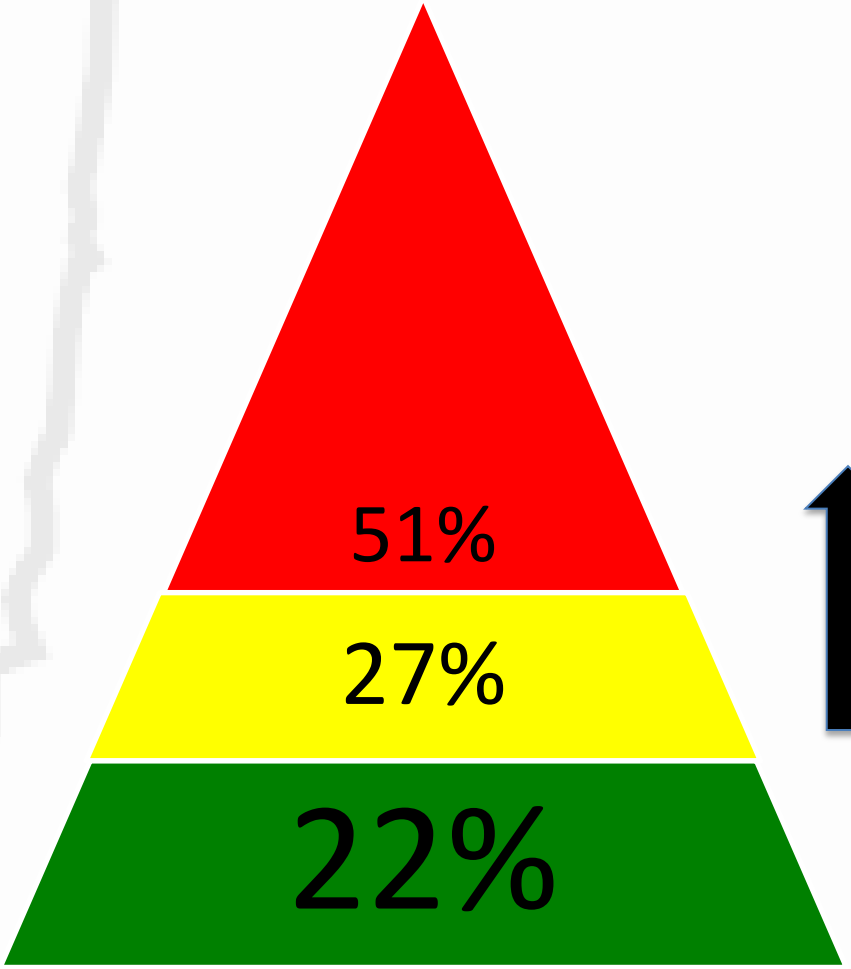
# Step 4: Plan Implementation & Evaluation

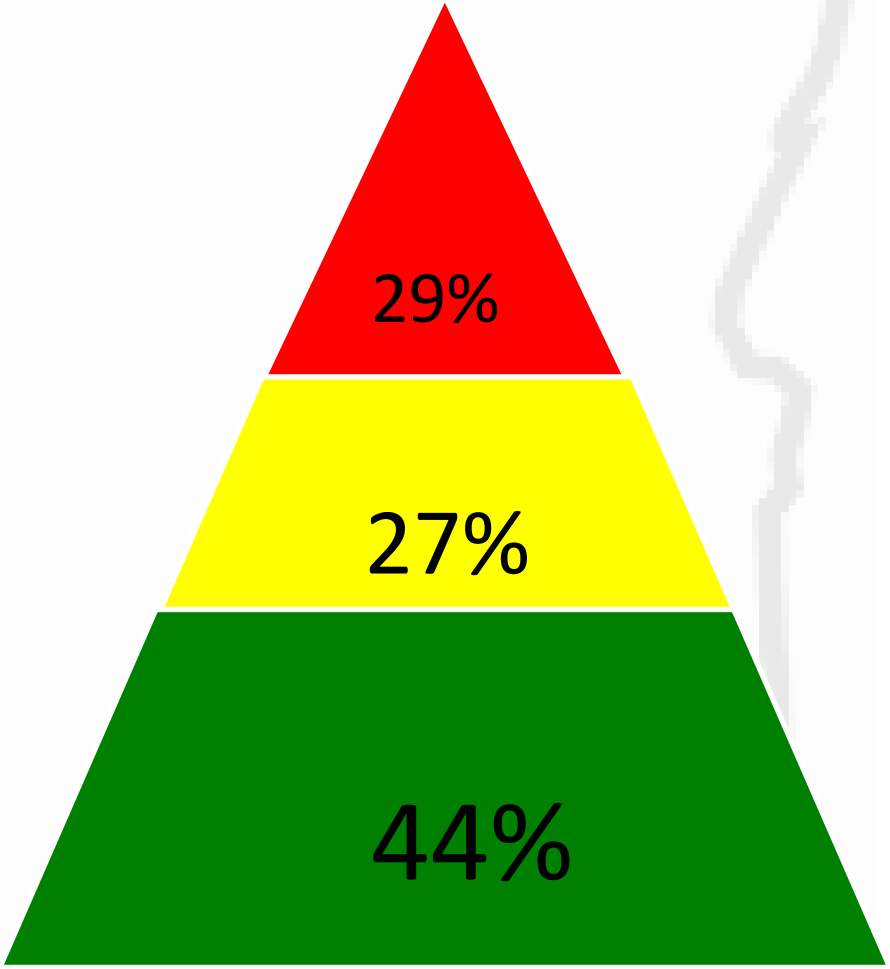
How is it working?



# Make it public

# 4: Plan Evaluation
# Next Benchmarking Period




Where we were

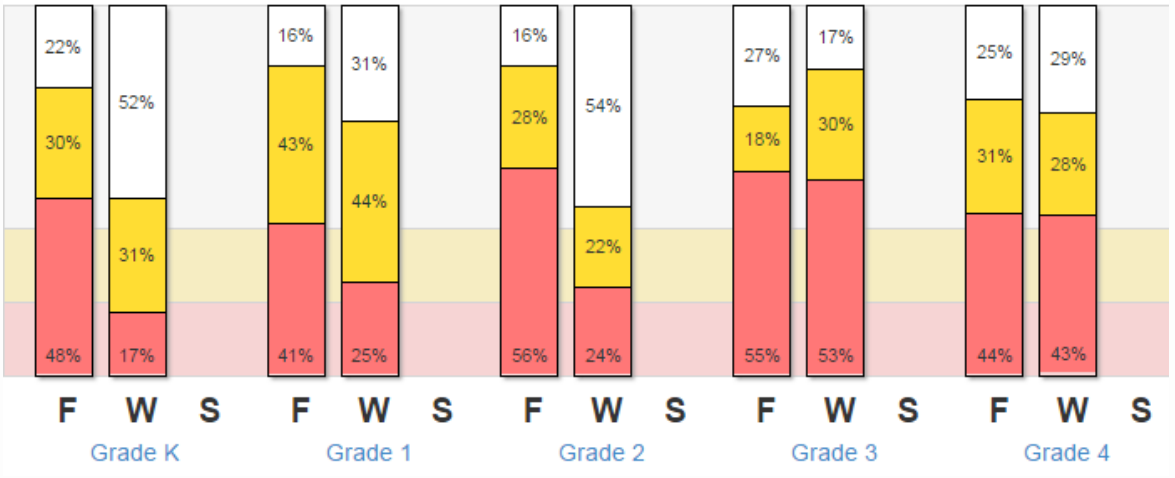
Where we are now

# 4: Plan Evaluation
# Next Benchmarking Period

| Grade | Beginning | | | Middle | | | |
|---|---|---|---|---|---|---|---|
| K | n=21 | 16 (76%) | 3 (14%) | 2 (10%) | n=19 | 0 (0%) | 10 (53%) | 9 (47%) |
| 1st | n=23 | 14 (61%) | 7 (30%) | 2 (9%) | n=22 | 6 (27%) | 2 (9%) | 14 (64%) |
| 2nd | n=32 | 8 (25%) | 9 (28%) | 15 (47%) | n=29 | 5 (17%) | 8 (28%) | 16 (55%) |
| 3rd | n=17 | 10 (59%) | 2 (12%) | 5 (29%) | n=14 | 8 (57%) | 1 (7%) | 5 (36%) |
| All | n=93 | 48 (52%) | 21 (23%) | 24 (26%) | n=84 | 19 (23%) | 21 (25%) | 44 (52%) |

Spanish

English



# Lessons Learned: the Right Tools

- Expertise
- Data
- Protocols
- Resources
- Collaborative action planning meetings
- Add pieces to make it fit our situation

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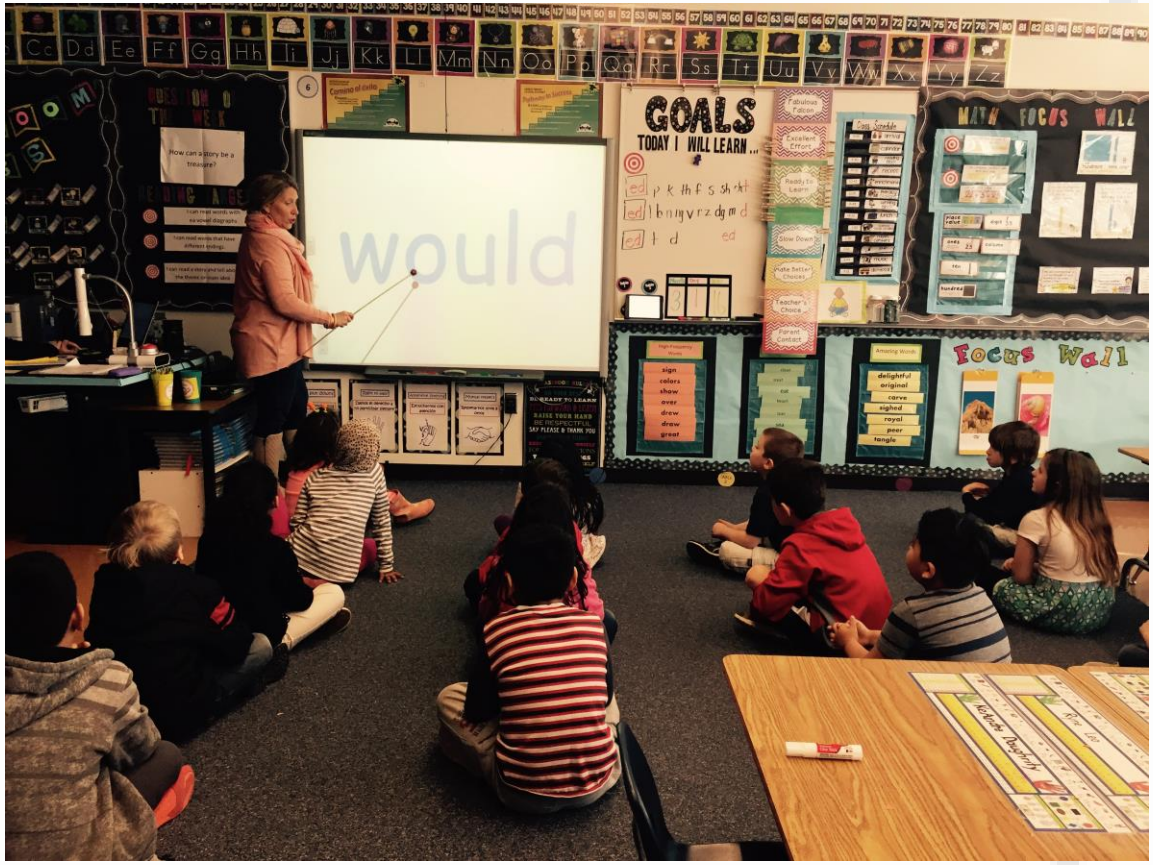
# Lessons Learned: Culture of Collaboration

- Moved from isolation to collaboration
- Culture of continuous instruction improvement
- ALL students are **ALL OUR** students

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# Lessons Learned: Leadership is Key

- Funding allocated to serving a vision:
  - Teaming structures
  - Professional development and building expertise across the system
  - Alignment
  - Support

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# Lessons Learned: the Change Process

- If you wait until you are 100% ready, you will never begin
- Let your data and the needs of your students guide you
- If you need it and it does not exist create

# It WORKS and our students DESERVE it!

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# Our Goal: Student Success

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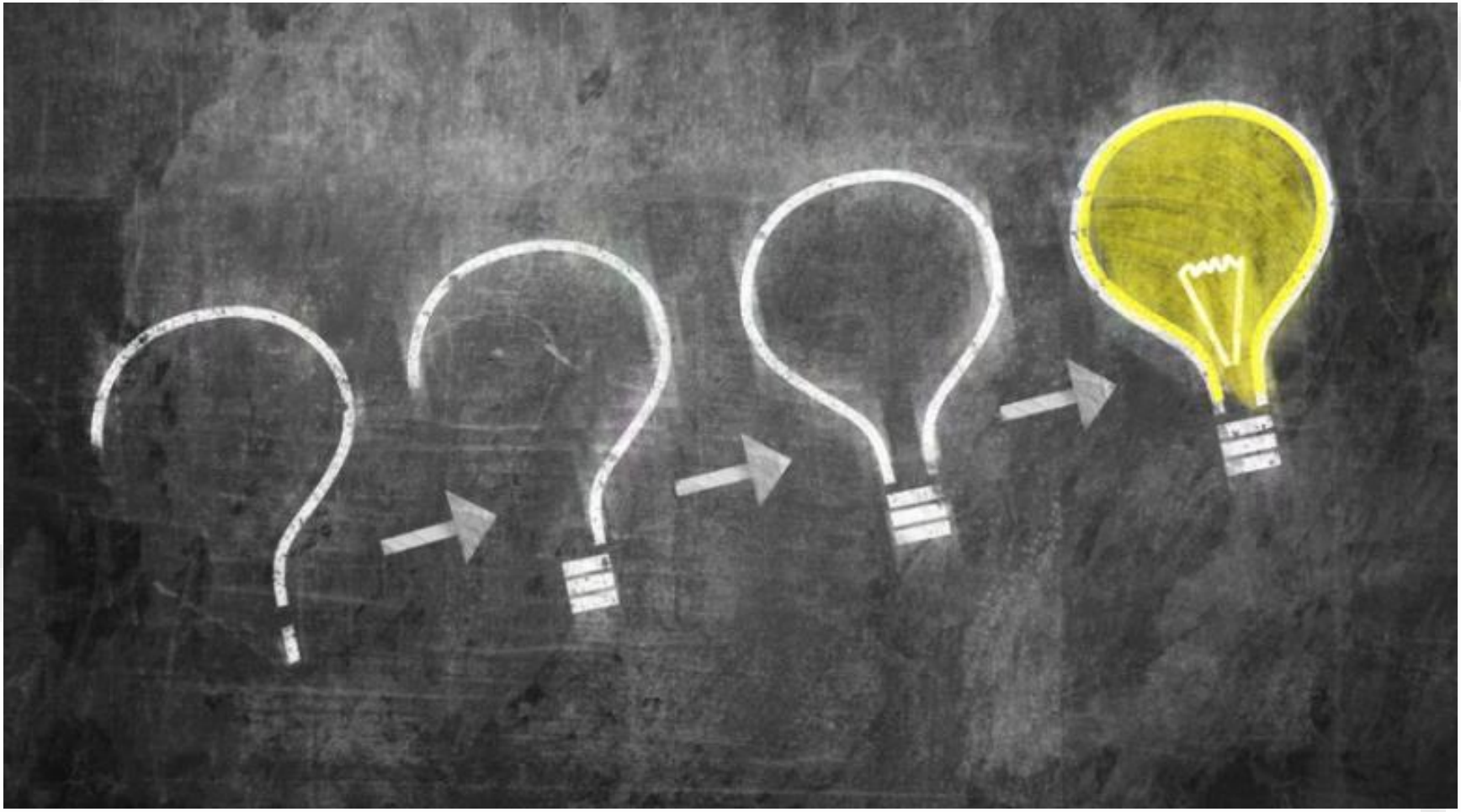
# Q & A



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