

Kansas City Public Schools and Department of Elementary and Secondary Education

September 20, 2018



Leadership – Academic Division

Dr. Marla Sheppard

September 2018

KANSAS CITY

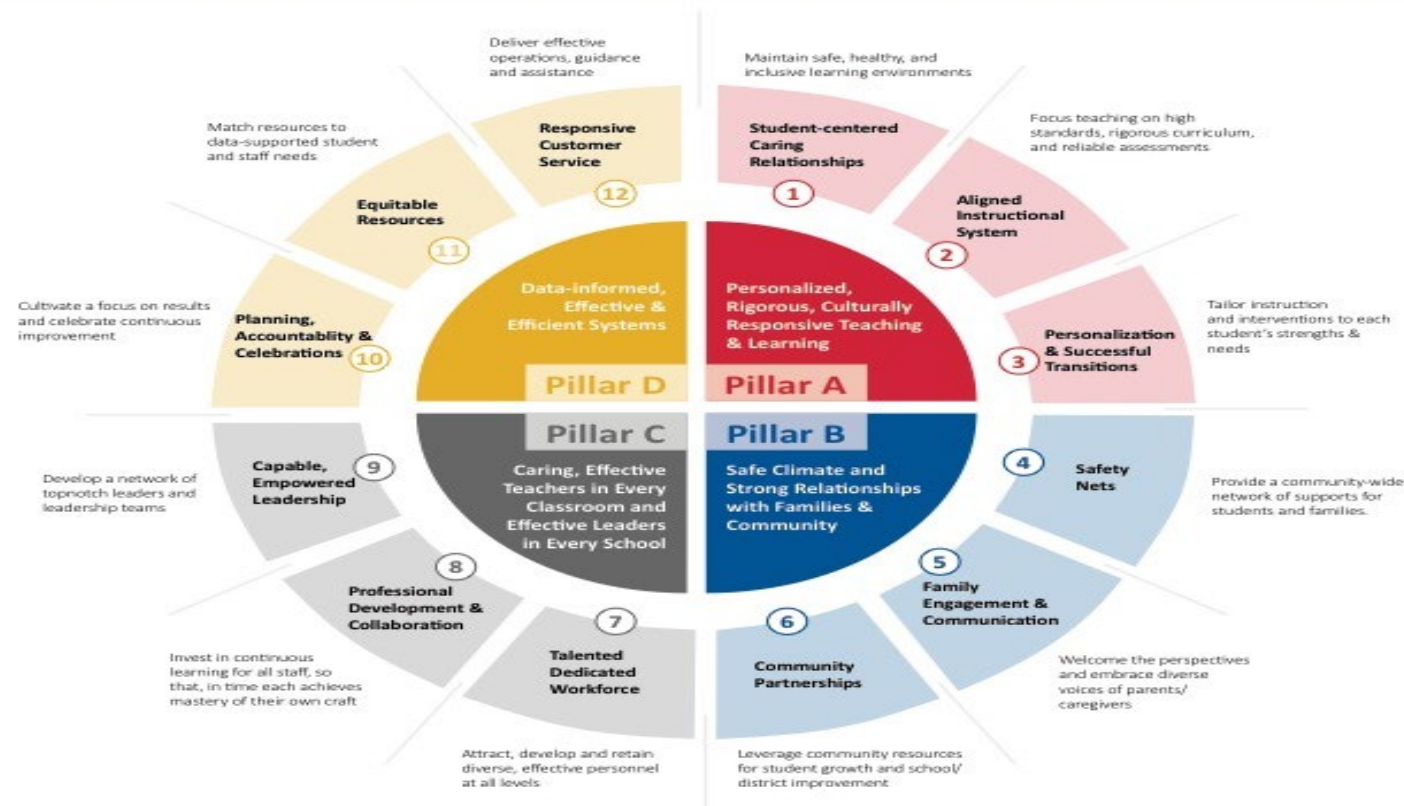
PUBLIC SCHOOLS



Strategic Plan – Roadmap to Accreditation

A Roadmap for Student Growth and Success

Strategic Priorities are the programs, targeted solutions or continuous improvement initiative which, when fully implemented, will facilitate the accomplishment of the Goals. These Strategic Priorities are framed around the 4 Pillars.



The Four Pillars are the building blocks of what we must do well to achieve the outcomes for students; i.e., they are the means to the ends. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Pillar A focuses on **"TEACHING & LEARNING"** the most important function of our schools. It advocates for a personalized instructional system that is responsive to the needs of each student.

Pillar B recognizes that **"SCHOOLS CAN'T DO IT ALONE"** it promotes trust, open communication, and healthy partnership with families and community.

Pillar C emphasizes **"INVESTING IN PEOPLE"** by attracting, developing, and retaining high-caliber staff at all levels.

Pillar D champions **"MANAGING THE WHOLE"** by creating mission-focused structures and processes that will facilitate effective and efficient operations and continuous improvement.

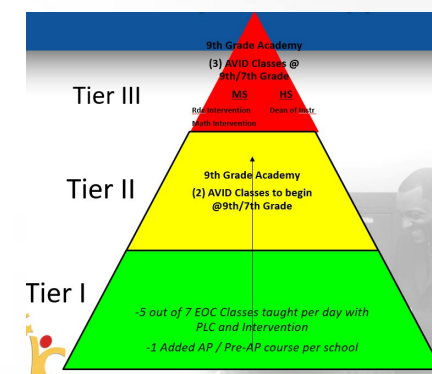
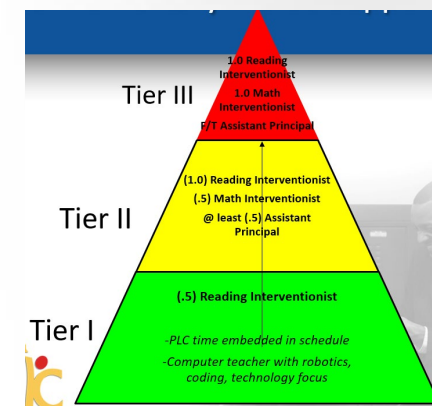
KCPS Highest Priorities

4.4 Develop a System of Academic Safety Nets

- Ensure that every school has a trained problem-solving team in place with a system-wide process
- Provide K-12 schools with trained interventionists to assist students who have learning gaps
- Create a culture of collaboration through system-wide implementation of PLCs
- Reorganize CIPD such that each Coach is a part of a PLC for schools with a common Assistant superintendent.
- Creating a system-wide transition team and process for all students moving from one level to the next.

11.1 Allocating Resources

- Creation of a tiered model for funding schools



Measure: Student Growth and Achievement

School Leadership

Dr. Marla Sheppard, Dr. Lateshia Woodley,
Dr. Darrin Slade, and Ms. Elizabeth Austin



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 C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority 7: Talented, Dedicated Workforce

Tiered Model

Class Size Adjustments

	Tier 1 (State Max)	Tier 2 (State Rec)	Tier 3 (Best Case)
K-2	25	21	17
3-4	27	23	20
5-6	30	25	22

	Tier 1 Whittier	Tier 2 Garfield	Tier 3 Melcher
K	18	21	15
1	21	19	16
2	17	18	15
3	24	23	18
4	18	23	18
5	21	23	21
6	26	25	18

High Performing School Culture

August

- Comprehensive School Review by Assistant Superintendent and Network Team

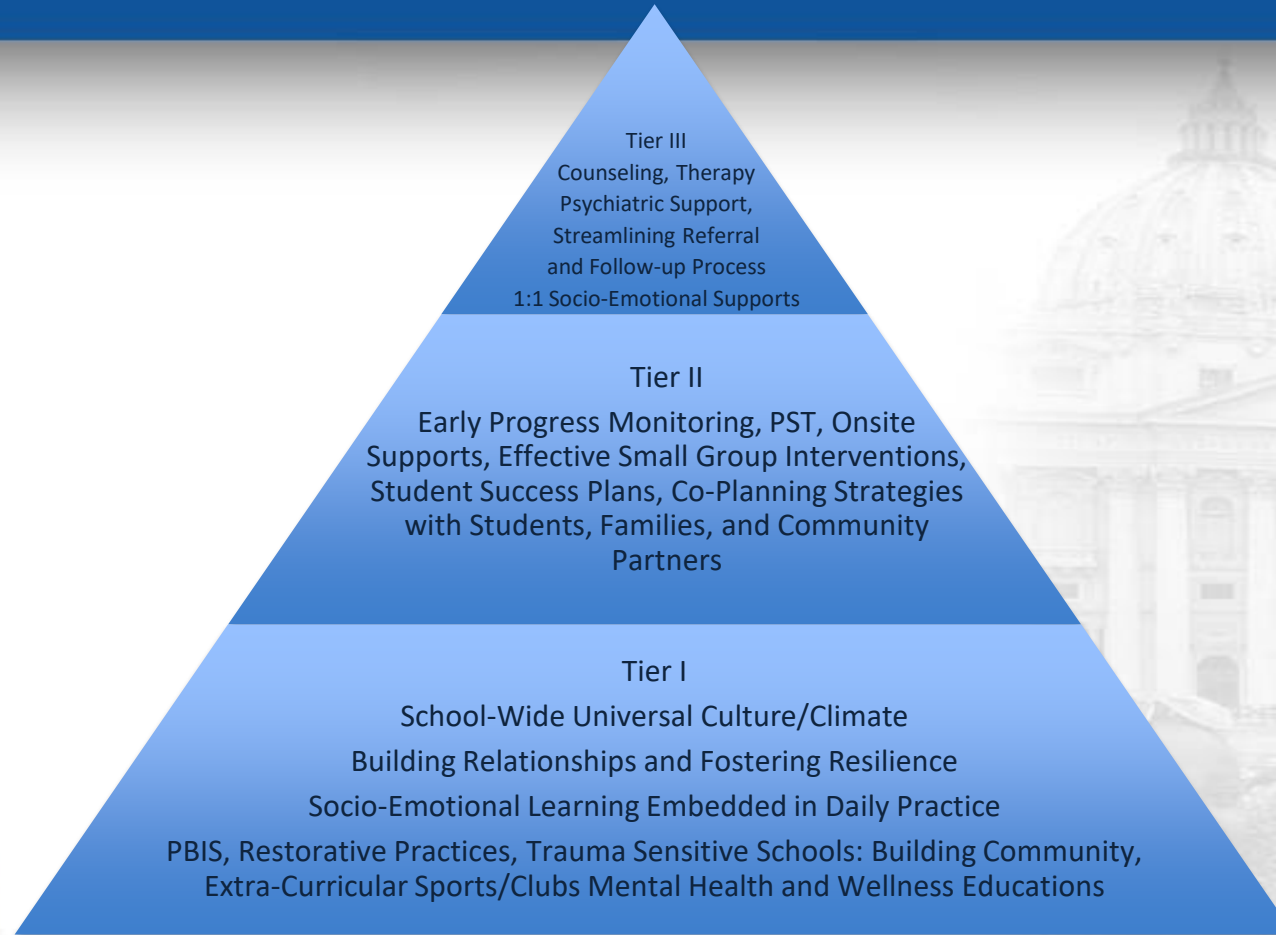
September

- Alignment of Instructional System and Professional Development and Collaboration – 1:1 Curriculum Walks/PLC Monitoring

October

- Empowered Leadership Teams: Planning and Data Accountability – Leadership Team Monitoring and Data Analysis, 1:1 Data Evaluation

High Performing School Culture



RtI Process in Schools

Rebirth of the Problem-Solving Team

Central Office Staff trained in protocol, process, and implementation of system-wide Problem Solving Teams (April, 2018)

Principals and site teams trained: teachers, counselors, administration, special education teachers, interventionists, and ELL teachers (By May 31, 2018)

**All Teams were trained in the Summer, 2018, with protocol, process, and implementation
-Training done by Solution Tree with trainers Jack Balderman and Dennis King**

August and September Student Support Department deployed to support schools implementation of problem solving teams

Note: Priority 4.4

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 Solution Tree Consultants Facilitating Professional Development at Principals Meetings

Targeted Schools for Additional Support with PLC's:

Troost
Banneker
King
Longfellow
Northeast MS
Central MS
Central HS

Walk-Through Form Implementation

August 23rd – Principals Train the Trainer Professional Development by TNTP



August 31st- Principals Redelivered Professional Development to Teachers



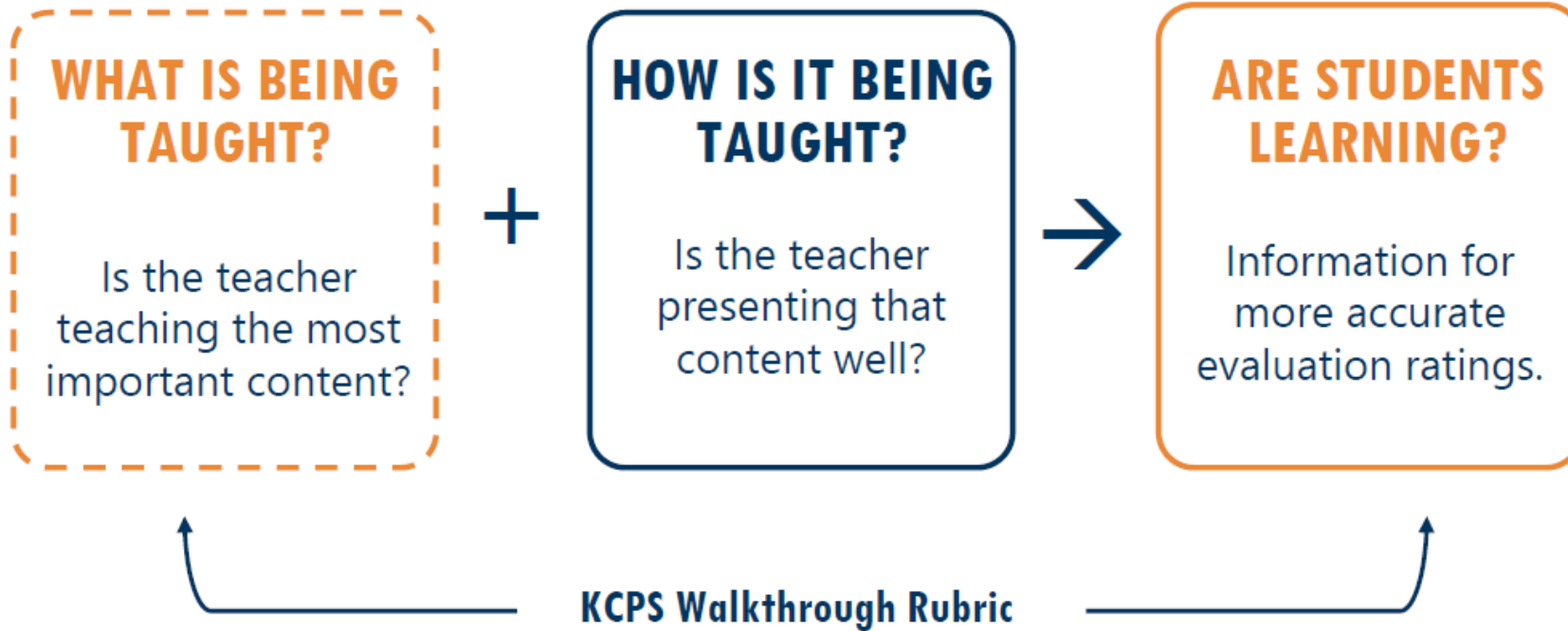
August 27th- September 14th Assistant Superintendents Facilitate Calibration Walks with individual principal.



September 4th – Assistant Principal Training - Simulated Walk-Through and Calibration

September 6th – Principal PLC Meeting- Horizontal Principal Calibration

KCPS Walkthrough Tool



FOCUS



FOCUS: Are the objectives and lesson activities aligned to appropriate Missouri grade-level standards?

- *Is the objective aligned to grade-level cluster(s) and/or Missouri standard(s)?*
- *Do the lesson objectives help students work toward the depth of the standard?*

1. Lagging	2. Approaching	3. Advancing	4. Leading
<p>The lesson objective is not aligned to grade-level Missouri content standard.</p> <p>The criteria for meeting the lesson objective is not written or communicated.</p> <p>The lesson activities are not aligned to the objectives.</p>	<p>The lesson objective states what students will be able to know and do but is not aligned to a grade-level Missouri standard.</p> <p>The criteria for meeting the objective is written but not discussed with students.</p> <p>The lesson activities are partially aligned to the objectives.</p>	<p>The lesson objective is aligned to the grade-level Missouri content standard.</p> <p>The criteria for successfully meeting the objective is written and discussed with students and the teacher checks for student understanding of the objective and criteria.</p> <p>The lesson activities are aligned to the lesson objective but partially move toward the depth of the standard.</p>	<p>The lesson objective and activities are aligned to the grade-level Missouri content standard.</p> <p>The criteria for successfully meeting the objective is written and discussed with students and the teacher checks for student understanding of the objective. When prompted, students can articulate the lesson objective and criteria for success in their own words.</p> <p>The lesson activities are aligned to the lesson objective and allow students to demonstrate mastery at the depth of the standard.</p>

CORE TEACHER SKILL: Develop and clearly communicate a well-framed, standards-aligned, and appropriately rigorous objective to describe the goal(s) of the lesson.

RIGOR



RIGOR: Do the content demands of tasks, questions, texts, and materials align with the expectations defined by Missouri grade-level standards?

- What questions and tasks were students asked to complete?
- Do the questions and tasks require students to provide evidence, both in written and oral responses?
- Does what you observed match that standard?
- What are teachers and students **asking, saying, or doing** in relation to the question, text, or task?

1. Lagging	2. Approaching	3. Advancing	4. Leading
<p>Questions and tasks require students to recall and identify information or lead students to only one answer.</p> <p>Teachers repeat and synthesize all student responses.</p> <p>Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Students are not required to complete cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all the cognitive work.</p>	<p>Questions and tasks occasionally require students to provide multiple answers.</p> <p>Teachers repeat and synthesize some student responses and put others back onto students to synthesize.</p> <p>Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Some students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving.</p>	<p>Questions and tasks require students to analyze and synthesize complex/multiple ideas or concepts.</p> <p>Teachers give students ample opportunity to synthesize their own responses.</p> <p>Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>Most students complete the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.</p>	<p>Students formulate their own questions and task/make new meaning from content.</p> <p>Students lead discussions, synthesize their own responses, and ask further questions.</p> <p>All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.</p> <p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p>

CORE TEACHER SKILL: Use appropriately demanding instructional materials, such as texts, questions, problems, exercises, and assessments.

STUDENT UNDERSTANDING



STUDENT UNDERSTANDING: Do all students demonstrate that they understand the standards?

- Does the teacher respond to misunderstandings and provide appropriate scaffolding during the lesson?
- Are students explaining their thinking using evidence gathered from text, lesson activities, or other students to justify their answers?

1. Lagging	2. Approaching	3. Advancing	4. Leading
Teacher does not respond to misunderstandings and does not provide appropriate scaffolding.	Teacher occasionally responds to misunderstandings and/or provides appropriate scaffolding.	Teacher frequently responds to misunderstandings and provides appropriate scaffolding.	Teacher consistently responds to misunderstandings and provides appropriate scaffolding.
Checks for understanding are infrequent, of limited variety, and do not assess progress toward objective.	Checks for understanding are occasional and provide limited assessment of progress toward objective.	Checks for understanding are frequent and assess progress toward objective but are limited in variety.	Checks for understanding are frequent, differentiated, and occur at strategic key points during the lesson.
Students have very few or no opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.	Students have few opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.	Students have some opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.	Students have extensive opportunities to express their thinking using evidence gathered from text, lesson activities, or other students.
Students' voices are not heard. Students do not volunteer responses, ask questions, or discuss the work unless prompted by teacher.	Students' voices are occasionally heard during the lesson doing only one of the following with the teacher: volunteering responses, asking questions, or discussing the work.	Students' voices are often heard during the lesson doing one or more of the following with the teacher: volunteering responses, asking questions, and discussing the work.	Students' voices are consistently heard during the lesson doing one or more of the following with teachers and peers: volunteering responses, asking questions, discussing the work, and giving feedback to peers.

CORE TEACHER SKILL: Use a variety of methods to check for whether students understand the key content needed to master the lesson at key moments in the lesson and address the underlying cause of student misunderstanding.

Questions?

Intervention in KCPS

Ms. Raya Rivers



Strategic Plan

Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority 3: Personalization and successful transitions



Math and Reading Intervention using the Tiered Model

- Tier 2 Schools-half time
- Tier 3 Schools-full time

Interventionist	Elementary	Secondary
9 Math	7	2
15 Reading	10	5

Recruiting and Resources

- Rigorous process with perspective interventionists analyzing data, then using that data to drive instruction for a student
- Ongoing resources and training
 - Envision Math- curriculum that is taught through problem based instruction
 - Neuhaus- evidence based training and resources to teach all readers
 - Pathways- curriculum for teaching phonemic awareness, phonics, vocabulary, fluency and comprehension
 - iReady- assessment and growth tool to track students' progression in math and reading

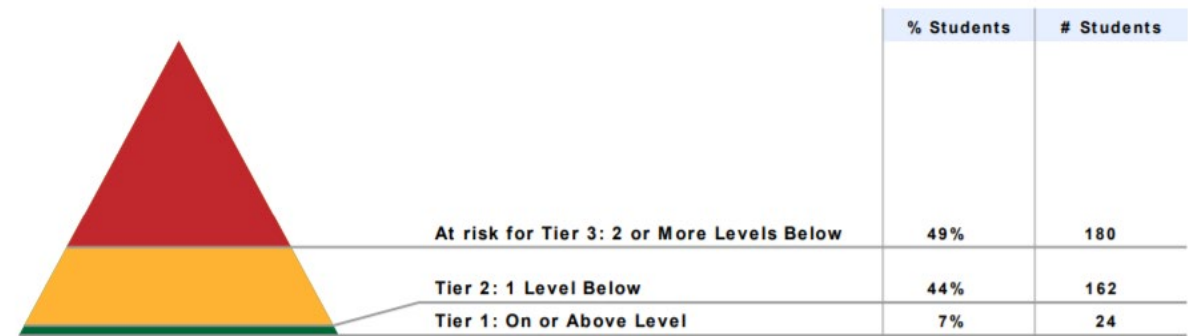
iReady Data Dive

Reviewed reports three different ways to intentionally group students

- Intervention Screener
- Classes for instructional grouping
- Diagnostic Results to analyze individual students

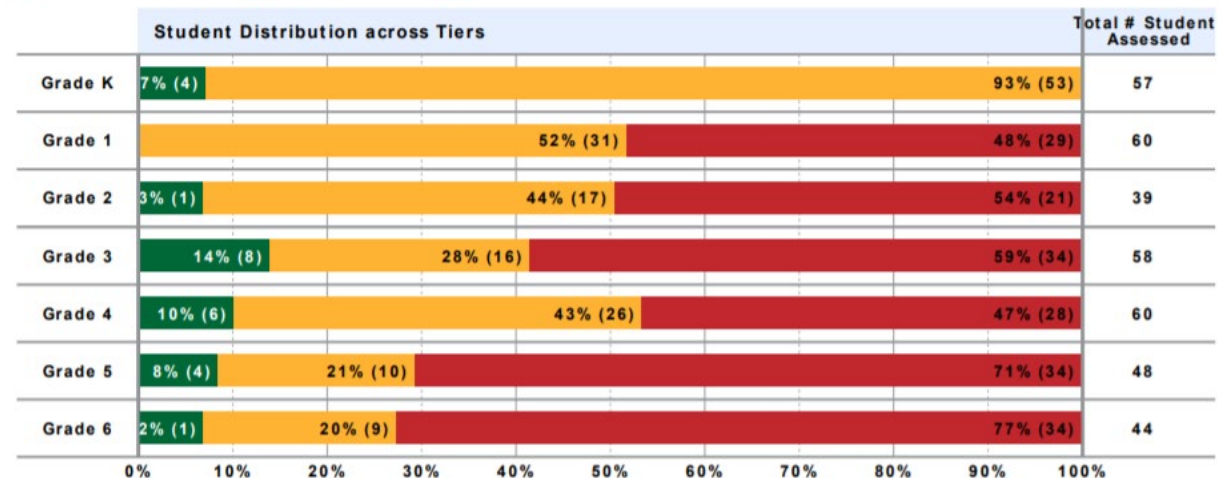
School Summary

366 out of 376 Students Tested



Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



Typical Growth

The average annual growth for a student at this grade and placement level. ⓘ

Stretch Growth

An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency. ⓘ



Overall	Emerging K (339) Standard Error +/- 9
Phonological Awareness*	Grade K
Phonics*	Emerging K
High-Frequency Words*	Emerging K
Vocabulary	Grade K
Comprehension: Literature	Grade K
Comprehension: Informational Text	Grade K

*Foundational Domains

Recognize Rhyme

Most people have a natural responsiveness to rhyme from an early age, and the ability to identify rhyming words is a basic form of phonological awareness. Playing games with rhymes helps pre-readers develop sensitivities to the sounds of language, an understanding that is necessary to the next step of recognizing the sounds within words.

Five Ways to Teach

Share Poems 10–15 minutes

Use collections of songs, jump-rope chants, finger plays, and nursery rhymes to select poems for students to memorize.

- Introduce the poem by reading it aloud, emphasizing the rhyme, rhythm, and repetition.
- Read each line aloud and have students echo it. Continue until students can recite the poem chorally.
- Reread the poem, drawing attention to rhyming words by supplying one word and having students name its rhyming partner, and by inviting students to make up more rhymes to fit in the pattern.

Sort Pictures 10–15 minutes

- Provide pictures for students to sort according to rhyme. For example, pictures might show a baseball bat, a cat, and a top hat or a whale, a dog wagging its tail, and a pail.
- After students have sorted the pictures, have them name the pictures in each sorted group and suggest other words that could be added to the group.

Play Guessing Games 10–15 minutes

Lead students in activities that involve listening for rhyming words and producing rhymes.

- Play guessing games in which the answer is a rhyming word. See the example below.

Ensuring Student Success

- Created Individual Instructional Plan as a tool to track students progress to communicate with other teachers
- Provided Lead Interventionist Coaching for interventionists to serve as a support for lesson planning, data review, and next steps
- Developed RtI Handbook for school-wide reference to ensure that all instructors and principals understand and use the RtI model effectively

Questions?

Curriculum & Resource Alignment

Mr. Ryan Pittsenbarger
Dr. Trinity Davis

Strategic Plan

Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority: Focus on teaching high standards, rigorous curriculum and reliable assessments.

Envision 2.0 (Year 1)

- Resource to guide and support math instruction in conjunction with the KCPS Elementary Math Curriculum
- Blended approach (both print and digital instruction)
- Mathematical Practices and Problem-based learning
- Differentiation resources and strategies (including SpEd/ELL support)
- Data-driven instruction



Aligned in Curriculum

Missouri Learning Standard	Vocabulary	Lesson Ideas	Print Resources	Instructional Media	Digital Activities
<p>★ ④ NBT.A.2 Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.</p> <p>DOK Level: 3</p>	<p>ones tens hundreds thousands ten-thousands hundred thousands millions units rods flats cubes number numeral digit two-digit three-digit four-digit five-digit six-digit seven-digit compose decompose value place value base-ten numeral standard form number name word form expanded form</p>	<p>Envision 2.0 Topic 1.1 & 1.2</p> <p>Other Eureka Math: Module 1, Topic A</p> <p>Betterlesson.com ideas</p> <p>Curriculum Corner Ideas</p> <p>Curriculum Corner Ideas</p>	<p>Education.com (Limited Access)</p> <p>Blackline Templates Blackline Templates</p> <p>Base Ten Blocks</p> <p>Base Ten Blocks (tens & ones)</p> <p>Base Ten Blocks (hundreds)</p> <p>Base Ten Blocks (thousands)</p> <p>Numbers of the Week</p> <p>Guess My Number</p> <p>Make Ten Bundles</p> <p>Base Ten Concentration</p> <p>Make 6 Numbers</p> <p>Numeral Writing Barrier Game</p> <p>Numeral, Word, & Expanded Form</p>	<p>Learn Zillion Learn Zillion</p> <p>Study Jams Study Jams</p> <p>Video #1 Video #2 Video #3 Video #4 Video #5 Video #6 Video #7 Video #8 Video #9</p>	<p>Iknowit.com Iknowit.com Iknowit.com Iknowit.com</p> <p>Mathgames.com Mathgames.com Mathgames.com Mathgames.com Mathgames.com Mathgames.com Mathgames.com Mathgames.com</p> <p>IXL: see NBT.A2</p> <p>Fruit Splat</p> <p>Math is Fun: Place Value</p> <p>Composing & Decomposing Numbers</p>

Professional Development Provided

Envision Training

- Summer Institute (June 25, 26, 27th)
Envision Participants - 221
- New Teacher Orientation Week (July 31st, August 1st)
Envision Participants - 130
- First Week of School (3 after-school trainings)
Envision Participants - 27
- District-Wide PD Day (August 31st)
Participants - 91

Envision 2.0 Implementation Plan

Envision 2.0 component to begin utilizing	Quarter
Envision 2.0 Step 1 - Problem-Based Learning Problem	Quarter 1
Envision 2.0 Step 2 - Visual Learning (Interactive Video) - Guided Practice - Independent Practice - Math Practices & Problem-Solving	Quarter 1
Envision 2.0 Step 3 - Assessment tools - Differentiation tools/resources	Quarter 2
Vocabulary Cards & Activities	Quarter 2
Mathematical Practices	Quarter 2
Envision 2.0 Assessments (online and print)	Quarter 3
Envision 2.0 Leveled Assignments	Quarter 3

Evidence of Curriculum Alignment

- Curriculum coordinators were part of standards and assessment development meetings with DESE
- Council of Great City Schools audited the curriculum
- Larry Ainsworth provided professional development to Curriculum Department to unpack standards and create common formative assessments
- Item specifications were used to align activities and instructional resources

KCPS Scope and Sequence



Mathematics Scope and Sequence 2018-2019 6th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1.A Compute Multi-Digit Numbers and Divide Fractions	Unit 2.A Ratios and Proportional Relationships	Unit 3.A Numerical & Algebraic Expressions	Unit 4.A Data Analysis, Statistics & Probability
<p>★ MNS.B.3 Demonstrate fluency with addition, subtraction, multiplication and division of decimals.</p> <p>★ MNS.B.2 Demonstrate fluency with division of multi-digit whole numbers.</p> <p>★ MNS.A.1 Compute and interpret quotients of positive fractions.</p> <p>a. Solve problems involving division of fractions by fractions.</p> <p>★ MNS.B.4 Find common factors and multiples.</p> <p>a. NS.B4a Find the greatest common factor (GCF) and the least common multiple (LCM).</p> <p>b. NS.B4b Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers.</p>	<p>Ⓜ RPA.1 Understand a ratio as a comparison of two quantities and represent these comparisons.</p> <p>Ⓜ RPA.2 Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate.</p> <p>★ MRPA.3 Solve problems involving ratios and rates.</p> <p>a) RPA3a Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on the Cartesian coordinate plane.</p> <p>b) RPA3b Solve unit rate problems.</p> <p>c) RPA3c Solve percent problems.</p> <p>d) RPA3d Convert measurement units within and between two systems of measurement.</p> <p>Ⓜ NS.C.8 Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals and percentages (limited to terminating decimals and/or benchmark fractions of $\frac{1}{3}$ and $\frac{2}{3}$).</p>	<p>Ⓜ EE1A.1 Describe the difference between an expression and an equation</p> <p>★ MEELA.2 Create and evaluate expressions involving variables and whole number exponents</p> <p>a. EE1A2a Identify parts of an expression using mathematical terminology</p> <p>b. EE1A2b Evaluate expressions at specific values of the variables</p> <p>c. EE1A2c Evaluate non-negative rational number expressions.</p> <p>d. EE1A2d Write and evaluate algebraic expressions.</p> <p>e. EE1A2e Understand the meaning of the variable in the context of the situation</p> <p>★ MEELA.3 Identify and generate equivalent algebraic expressions using mathematical properties</p>	<p>Ⓜ DSP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>Ⓜ DSP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape.</p> <p>★ MDSPA.3 Recognize that a measure of center for a numerical data set summarizes all its values with a single number, while a measure of variation describes how its values vary from a single number.</p> <p>Ⓜ DSP.B.4 Display and interpret data.</p> <p>a. ★ DSP.B4a Use dot plots, histograms and box plots to display and interpret numerical data.</p> <p>b. DSP.B4b Create and interpret circle graphs.</p>

KCPS Curriculum: Algebra I

Standards & Skills	Vocabulary	Formative Assessments	Instructional Strategies	Suggested Activities & Resources *Eureka Math Lessons have scaffolding suggestions and common misconceptions
REVIEW BASIC ALGEBRAIC CONCEPTS M A1.SSE.A.1 Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions	Vocabulary Cards Algebraic expression Term Coefficient Equivalent expressions Coefficient Common Factor A1.SSE.A.1 Key Ideas	Review Basic Algebraic Expressions Practice Properties of Real Numbers Order of Operations Evaluating Algebraic Expressions Algebraic Equations	Concept Development Interpreting Algebraic Expressions CCSS HS Flip Book p.40 Using real-world context, pair/groups students to create and share their own expressions. Model a variety of ways to rewrite an expression representing its equivalent form. Use manipulatives/ algebra tiles to concretize algebraic expressions and its parts (terms).	Eureka Math Lessons Algebraic Expressions_M1 Lesson 6 Algebraic Expressions_M1 Lesson 7 Lesson Summaries Algebraic Expressions Evaluating Algebraic Expressions Order of Operations Properties of Real Numbers PowerPoint Presentations Variables and Expressions PowerPoint Order of Operations Adding and Subtracting Algebraic Expressions Multiplying and Dividing Algebraic Expressions Writing Algebraic Expressions
REASONING WITH EQUATIONS AND INEQUALITIES		Practice Problems Justify Solutions to Linear Equations	Concept Development Solving Linear Equations with student exemplars	Review from Middle School Solving One-Step Linear Equations Solving Multi-step Equations Translating Equations

★ Priority and Tested Standard; ① Introduce ② Mastery ③ Review/Reinforce

[Algebra 1 Scope and Sequence](#)

[Algebra 1 EOC Pretest Blueprint](#)

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KCPS Curriculum: ELA/Social Studies

Unit 1.A Establishing a Democratic and Literate Community

Approximate Timing of Unit: 8/13/2018 to 8/24/2018

<u>Sub-Unit Descriptions</u>	<u>Enduring Understanding & Essential Question</u>	<u>Instructional Resources</u>
In this unit, students will reflect upon their own strengths and areas of need in their own reading and writing development. Students will learn the importance of self-pride and how it relates to our reading and writing development. They will begin learning the procedures of reading and writing workshop. They will practice reading and writing on a daily basis through reading and writing workshop as they focus on realistic fiction narrative text.	<p>We have a democratic community.</p> <p>How can being self-reflective help me as a community member?</p>	<p>ELA / SS Resource List</p> <p>Guided Reading Resources</p> <p>Workshop Model of Instruction Resources</p> <p>Fluency Strategies</p> <p>Vocabulary Strategies</p> <p>Imagine Learning Resources</p> <p>KC Public Library Teacher Resources</p> <p>Resources for Literacy Practice at Home</p>

Community Building / Morning Meeting

Standard (s)	Instructional Strategies	Suggested Read Alouds	Resources	Formative Assessments
<p>☛ ☉ Priority: 5.SL.1.A.c Follow, restate, and give multi-step instructions from or to others in collaborative groups (DOK 1)</p> <p>☛ ☉ Priority 5.R.3.A.b Interpret details from procedural text to</p>	<p>Reflective Quick Write: Ask students to respond to the question - What makes us a community?</p> <p>Guided Practice: Guide students in examining a set of procedural text examples. You can get these from cookbooks, owner's manual, and etcetera. Have students, in cooperative groups, discuss the question – What do you notice that is similar amongst all the texts examples?</p> <p>Language Experience Approach: Have students guide you through the steps of completing of simple everyday task – like making a peanut butter and jelly sandwich. Follow their directions exactly – to the point of silly. Continue until</p>	<p>The Top Ten Ways to Ruin the First Day of 5th Grade by Kenneth Dery</p> <p>Swindle by Gordon Korman</p> <p>Frindle by Andrew Clements</p> <p>The Wednesday Wars by Gary Schmidt</p>	<p>Teacher PD PowerPoint: What is Guided Practice - Guided Practice will be used throughout the year. For now, simply introduce the concept by having students practice specific actions after you give instruction and modeling.</p> <p>Teacher PD Video: Teaching Procedures</p> <p>Teacher PD Article: Anchor</p>	<p>Teacher Observation</p> <p>Teacher Interview / Performance Task: Ask students to write / draw an answer to the question “How does your behavior affect the class community?” Record and assess their answer.</p>

KCPS Curriculum: Science

Differentiation (Unit 1)

<u>ELL</u>	<u>SPED</u>	<u>Enrichment</u>	<u>Relevance</u>
<ol style="list-style-type: none"> 1. For glossary terms such as “classify” or “density,” try to include actual representations as well as textual or graphical formats to help students better conceptualize the meaning of each term. You can help students sort items to classify them or show the different density of objects placed in water. 2. For students who need more practice with the three main states of matter, use water to demonstrate them. Show liquid water, steam (as a gas), and ice (as a solid) to 	<ol style="list-style-type: none"> 1. To help students understand the three common states of matter, show them pictures of solids, liquids, and gases. Help students learn how to categorize the pictures. 2. For students with very little or no prior experience with the states of matter, give them opportunities to use solids, liquids, and gases safely in the classroom. For example, students can 	<ol style="list-style-type: none"> 1. As you work with students throughout this lesson, help them develop their understanding of how matter can change from what state to another. Have students research different ways that matter can change from one state to another and share their ideas in class. 2. Some people classify glass as a solid, others as a liquid, and still others state that it is neither. Ask students to research this topic, decide which they think is true, and write an evidence-based argument to support their opinion. Have students debate this in class. 3. Assign students to small groups of two or three and designate a different property for each group. Examples 	<p>Look around you. What do you see? Perhaps you see a computer and a keyboard. Maybe you see desks, windows, pencils, paper, erasers, chairs, walls covered with paint, window shades, other students, shoes, light fixtures, and ceiling tiles.</p> <p>Look out the window. Do you see trees, birds, grass, water, and clouds? And don’t forget there is stuff around you that you can’t see, like the oxygen and other invisible gases in the air. What do all of these things have in common? Well, for one thing, they are all forms of matter. And how would you describe the things that are around you? Are some round, square, hard, soft, shiny, dull, solid, liquid, invisible, red, blue, rough, smooth, large, small, smelly, hot, cold, heavy, or light? These words serve as ways to describe the properties of substances. Properties include size, weight, color, hardness, temperature, and odor, to name just a few.</p>

Questions?

Project Lead the Way Launch

Mr. Javier Alfonso



Strategic Plan

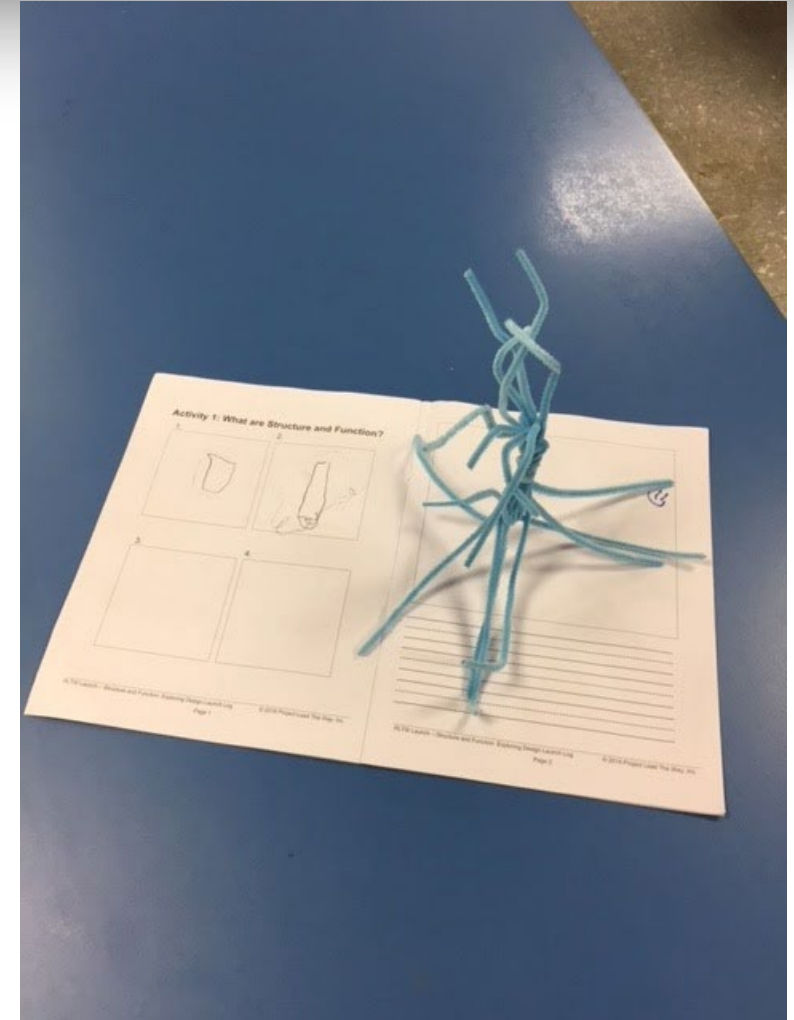
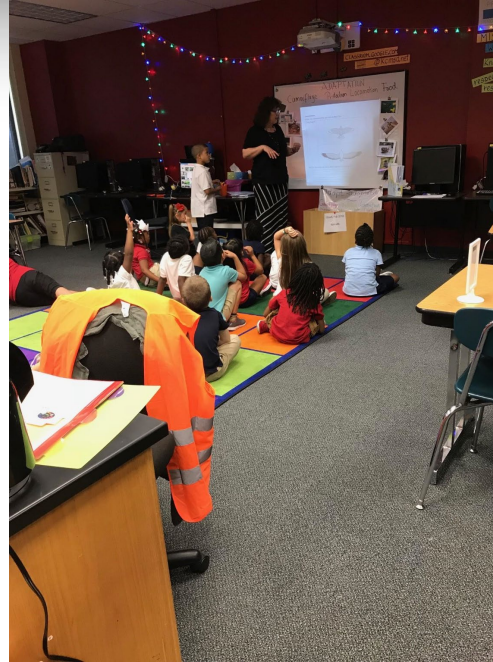
Pillar A: Personalized, Rigorous, Culturally Responsive Teaching and Learning

Strategic Priority: Focus on teaching high standards, rigorous curriculum and reliable assessments.

PLTW Launch

- All students in K-5 engage in 2 modules per school year
 - Biomedical, Engineering , or Computer Science
 - Activity-, Project-/Problem-based instruction
 - Launch Logs require students to keep notes, sketch and reflect on their learning
- All students in 6th grade engage in Computer Science

PLTW Launch



PLTW Launch



PLTW Launch

Our teachers are saying...

- “4th grade students had a blast with the Egg project” (Collision module activity)
- “I’ve been told I’m their favorite class”
- “Students that I have had behavior problems in the past are now some of the best students in class”
- “1st graders are excited learning about animals and their adaptations”

Questions?

Professional Development

Ms. Becky Nace



Strategic Plan

Pillar C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority 8: Professional Development and Collaboration



The first KCPS Summer Institute for ALL teachers

4 days of professional development

5 National Keynote Presentations

40 Session Presenters

103 sessions

500+ Teachers and Principals in attendance



The Teachers are saying...

I have to take the time and let you know that this has been a great week. I know a lot of planning went into this week and I have enjoyed it.

-Angela Harvey

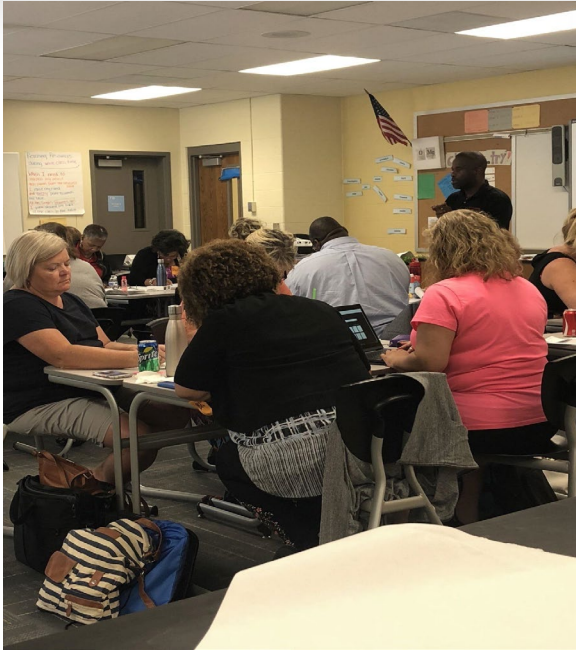
This week of training has been amazing.
Thank you! -Lynn Raynor

Loved this past week of Summer Institute!! Thank you to KC Public Schools for putting together an awesome week! I can't wait to use all of what I have learned in my classroom this year. –Marissa Mahaffey

I am so excited to start working for this district after attending this Summer Institute. –New Teacher to KCPS



The Principals are saying...



Our teachers were so impressed by having access to nationally respected presenters. There was a sense of excitement that I haven't seen in awhile. It's going to be a great boost to our school year. –Dr. Karol Howard

Just finished a great week of professional development with outstanding educators. –Dana Carter

I am so excited that teachers have the opportunity to attend this professional development. –Harrison Neal

Summer Institute is straight up positive. –Anthony Madry

The Presenters are saying...



You have a National Conference right here in KCPS. Teachers are engaged in team planning math stations. Love these folks. –Deb Diller

KCPS Teachers Rock! – Marco Ramirez

Thank you for giving me the opportunity to work with your awesome staff and team. I loved all three sessions and the keynote experience was awesome as well. – Dr. Ken Williams, Unfold the Soul

It was a pleasure to meet you and work with your group yesterday. You have a great deal to be proud of. –Dr. Todd Whitaker



Professional Development Provided

- Summer Institute (June 25, 26, 27th)
Participants - 531
- New Teacher Orientation Week (July 31st, August 1st)
Participants - 205
- First Week of School (3 after-school trainings)
Participants - 67
- District-Wide PD Day (August 31st)
Participants - 1207



Carrying the Momentum Forward

New Teacher Orientation

- ✓ July 30-August 3
- ✓ 200 New Teachers & Counselors
- ✓ 4 Follow Up Sessions
One per quarter

District Professional Development Days

- ✓ **August 31st**
- ✓ K-2, 3-6, Secondary, Fine Arts, Librarians, Counselors
- ✓ Choice Sessions included:
 - Restorative Practices & Conflict Resolution
 - Curriculum & Co Teaching
 - Science Data Dives
 - Elementary Curriculum
 - Miscue Analysis
 - Classroom Management
 - ELA Lesson Design
 - Discovery Ed.
 - Dyslexia Training


- ✓ **October 19th**

Carrying the Momentum Forward

Planned Professional Development throughout the year

- ✓ Easy to enroll through My Learning Plan
- ✓ Content & Curriculum Based
- ✓ Instructional Technology Offerings
- ✓ Face to Face
- ✓ Job Embedded
- ✓ Instructional Videos

Let us remember: one book, one pen, one child and one teacher can change the world.



**KANSAS CITY PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT SCHEDULE
FOR THE SCHOOL YEAR 2018-19**

Norms and Expectations for Kansas City Public Schools Professional Development

- Register on My Learning Plan prior to professional development
- Stipend will be paid if participant is present at the start and end time of the professional development session when applicable
- Always bring a laptop to professional development
- Bring a growth mindset and positive attitude to all professional development

Carrying the Momentum Forward

KCPS 2018/19 Wednesday PD Schedule

CIPD will be prioritized by the Asst. Superintendent Clusters

Wednesday Structure: Building PLCs, CIPD Support, and Teacher Flex/Voluntary PD

August 2018	September 2018	October 2018
Wednesday	Wednesday	Wednesday
1 New Teacher Week		3 Austin—CIPD
8 Returning Teacher Week	5 Austin—CIPD	10 Woodley—CIPD
15 Building PD	12 Woodley—CIPD	17 Slade—CIPD
22 Teacher Flex/Voluntary PD	19 Slade—CIPD	24 Teacher Flex/Voluntary PD
29 Teacher Flex/Voluntary PD	26 Teacher Flex/Voluntary PD	31 Teacher Flex/Voluntary PD
November 2018	December 2018	January 2019
Wednesday	Wednesday	Wednesday
		2 WINTER BREAK
7 Austin/Slade—CIPD	5 Austin/Slade—CIPD	9 Austin—CIPD
14 Woodley—CIPD	12 Woodley—CIPD	16 Woodley—CIPD
21 THANKSGIVING BREAK	19 Teacher Flex/Voluntary PD	23 Slade—CIPD
28 Teacher Flex/Voluntary PD	26 WINTER BREAK	30 Teacher Flex/Voluntary PD
February 2019	March 2019	April 2019
Wednesday	Wednesday	Wednesday
		3 Austin—CIPD
5 Austin—CIPD	6 Austin/Slade—CIPD	10 Woodley—CIPD
12 Woodley—CIPD	13 Woodley—CIPD	17 Slade—CIPD
19 Slade—CIPD	20 SPRING BREAK	24 Teacher Flex/Voluntary PD
26 Teacher Flex/Voluntary PD	27 Teacher Flex/Voluntary PD	
May 2019		
Wednesday		
1 Austin—CIPD		
8 Woodley—CIPD		
15 Slade—CIPD		
22 Teacher Flex/Voluntary PD		
29 Teacher Flex/Voluntary PD		

Wednesday PD Session in the Buildings

Teacher Flex Wednesdays

✓ Strategies

✓ Best Practices

✓ Classroom Management

✓ Teacher Request

Questions?

Networks and Additional Supports

Dr. Trinity Davis, Mr. Ryan Pittsenbarger,
Ms. Allyson Hile, & Dr. Karla Arnold



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 C: Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School

Strategic Priority 8: Professional Development and Collaboration

Pillar D: Data Informed, Effective and Efficient Systems

Strategic Priority 11: Equitable Resources

Elementary Coordinators

Previous Structure

- K-6 ELA/SS Coordinator
 - Sherry Eastin
- K-6 Math Coordinator
 - Ryan Pittsenbarger
- K-12 Science Coordinator
 - Dr. Phillip Jones

Three total staff members

Current Structure

- K-2 Literacy Coordinators
 - Leslie Correa
 - Julia Wendt
- 3-6 ELA/SS Coordinators
 - Sherry Eastin
 - Dr. Jacquelyn Burkett
- K-6 Math Coordinators
 - Ryan Pittsenbarger
 - Erin Dorsey
- K-5 Science Coordinators
 - Jordan Williamson
 - Jessica Tague
- 6-12 Science Coordinator
 - Dr. Phillip Jones

Nine total staff members

KCPS Networks

Network 1

Lead: Javier Alfonso

Border Star Montessori
Foreign Language Academy
Garcia Elementary
Garfield Elementary
Gladstone Elementary
Holliday Montessori
Longfellow Elementary
Melcher Elementary
Pitcher Elementary
Richardson Early Learning
Rogers Elementary
Woodland Early Learning

Network 2

Lead: Ryan Pittsenbarger

AC Prep
Banneker Elementary
Carver Dual Language
Faxon Elementary
Hale Cook Elementary
Hartman Elementary
James Elementary
KCNA Charter
King Elementary
Success @ Knotts Elementary
Phillips Elementary
Trailwoods Elementary
Troost Elementary
Wheatley Elementary
Whittier Elementary

Network 3

Lead: Dr. Phillip Jones

AC Prep Middle School
Central Middle School
Central Academy of Excellence
East High School
Lincoln College Prep Academy
Northeast Middle School
Northeast High School
PASEO
Southeast High School
Success @ Anderson

Network Process

Classroom Visits

- Provide feedback
- Identify instructional needs

Network Collaboration

- Discuss instructional needs
- Examine building patterns and trends
- Align resources to provide necessary supports

Job-Embedded Support

- Lesson modeling
- Co-teaching
- Co-planning
- Technology/resource assistance
- Professional development sessions and videos
- Data analysis and differentiation

Weekly Update to Principals

- Every Friday
- Brief summary of supports that have been provided to the teachers
- Bridge CIPD Department with building administration



Network 2 Newsletter

Banneker Elementary | Friday, September 7th

Dear Mr. Neal,

The CIPD department had the pleasure of working in your building over the past two weeks. This newsletter summarizes the services provided to your teachers in order to support the teaching and learning in your building. Please let us know if you have any questions or are in need of any additional support.

Thank you,

CIPD

Summary of Support

Curriculum Support for August 20-September 14

Seven Qualities of Effective Instruction	Needs based on Observations	Support Provided
Following Curriculum	52% Needs Support	Accessing the curriculum and curriculum orientation
Utilizing and Adapting Resources	26% Needs Support	Help to incorporate curriculum resources into instruction
Positive Classroom Environment	21% Needs Support	Share classroom expectation document, modeling, and arranging the classroom environment
Strong Content Knowledge	26% Needs Support	Planning with coordinator, reviewing data
Differentiated Instruction	34% Needs Support	Co-planning, share resources, provide materials, and use resources at different Lexile levels
Student Engagement	13% Needs Support	Modeling, co-planning, pull engaging resources from curriculum
Relevancy	10% Needs Support	Modeling, integration of technology, modeling accessing background knowledge

Number of Walkthroughs=665

Number of Services Provided=462

ESOL Staffing and Data Dives

KCPS ESOL Staffing Formula

Based on DESE guidance, the following are the recommended minutes per week and student to teacher ratio for ESL support. ESL staffing will be based on 1550 instructional minutes/week, which does not include 250 minutes of planning and 150 minutes of supplemental duties/week.

Grade Span	ELP Status	Minutes/week	Student Teacher Ratio
Kindergarten/1 st	Beginner	150	8:1
	Intermediate	75	15:1
	Advanced	45	22:1
2 nd -3 rd grade	Beginner	300	8:1
	Intermediate	150	15:1
	Advanced	90	22:1
4 th -6 th grade	Beginner	600	10:1
	Intermediate	420	15:1
	Advanced	300	22:1

Gladstone Elementary Staffing SY 19

		Numbers	Groups	minutes/week
Kindergarten-1st Grade	Beginners-Pull Out	26	3	450
	Beginners	17	2	300
	Intermediates	35	2	150
	Advanced	35	2	90
2nd Grade-3rd Grade	Beginners-Pull Out	34	4	1200
	Beginners	14	2	600
	Intermediates	42	3	450
	Advanced	28	2	180
4th Grade- 6th Grade	Beginners-Pull Out	30	4	2400
	Beginners	22	3	1800
	Intermediates	38	2	840
	Advanced	47	2	600
				9060
9060 total minutes/1550 teacher work week= 5.84 teachers				

Using Data to Drive Support

		US Entry Date	Year Entered KCPS	Year Entered Gladstone	2017 Reading ACCESS	2018 Reading ACCESS	2017 Overall ACCESS	2018 Overall ACCESS	17-18 Overall Difference	iReady Reading Fall 18	iReady Math Fall 18	2018 MAP Reading	2018 MAP Math	Home Language
1														
2	A		11/3/2015	11/3/2015	3.4	2.5	3.5	3.7	0.2	449/1st	400/1st			Spanish
3	A		8/13/2012	8/14/2017	2.5	3.2	3.6	4	0.4	474/2nd	426/2nd			Spanish
4	A		8/14/2017	8/14/2017		3.4		3.9		451/1st	435/3rd			Swahili
5	A		9/3/2013	8/11/2014	3.3	5.3	3.5	4.1	0.6	531/3rd	465/E4			Somali
6	A		8/11/2014	8/11/2014	6	5.6	3.9	3.8	-0.1	581/M4	457/3rd			Spanish
7	A	1/29/2017	4/17/2017	4/17/2017		3.6		3.8		493/2nd	456/3rd			Spanish
8	A		8/13/2012	8/11/2014	5	3.8	3.8	3.6	-0.2	434/1st	414/2nd			Spanish
9	A		8/11/2014	8/11/2014	3	3	2.7	3.6	0.9	485/2nd	413/2nd			Spanish
10	A	6/5/2014	8/26/2014	8/13/2018	1.9	3.8	1.9	4.2	1.3	459/1st	406/1st			Swahili
11	A		9/3/2013	8/11/2014	6	3.8	4.4	3.8	-0.6	547/3rd	435/3rd			English
12	A		8/11/2014	8/11/2014	5.2	3.6	4.3	4.2	-0.1	476/2nd	456/3rd			Spanish
13	A		8/14/2017	8/14/2017		4.2		4		423/1st	429/2nd			Spanish
14	B		10/29/2013	1/8/2014	2.5	2.3	2.4	2.2	-0.2	443/1st	428/2nd			Spanish
15	B	12/19/2016	1/17/2017	12/6/2017	2.5	1.6	NA	1.6		397/K	361/K			Spanish
16	B	8/29/2016	3/20/2017	4/6/2017		1.7		1.7		411/K	397/1st			Spanish
17	B	10/24/2016	12/1/2016	8/31/2017	3	1.7	NA	1.6		463/1st	377/K			Swahili
18	B	12/1/2016	1/23/2017	1/25/2017	2.3	2.2	1.7	1.9	0.2	398/K	394/1st			Nepali
19	B	9/1/2016	10/10/2016	1/23/2018	2.4	1.8	1.6	1.8	0.2	438/1st	421/2nd			Swahili
20	B		6/4/2014	8/11/2014	2.1	1.5	1.8	1.8	0	400/K	377/K			Spanish
21	B	3/15/2018	8/20/2018	8/20/2018						372/K	374/K			Swahili
22	B	3/30/2017	3/30/2017	3/30/2017		1.9		1.9		391/K	399/1st			Arabic
23	B	3/22/2018	8/13/2018	8/20/2018						379/K	307/K			Swahili

May 2018

- Implemented data meetings with elementary ESOL and building admin teams to identify trends and create teacher schedules
- Identified trends such as:
 - Student mobility
 - Language proficiency correlated to MAP performance
 - ACCESS growth

Summer 2018

DESE releases ACCESS growth and proficiency targets as part of state accountability measures

Starting PL	1 st Grade	2 nd -3 rd Grades	4 th -5 th Grades	6 th -8 th Grades	9 th -12 th Grades
1.0-1.9	1.2	1.0	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.6	0.4	0.4	0.4	0.4	0.4

	17-18 SY	18-19 SY	19-20 SY	20-21 SY
Cohort 1	10.8%	11.8%	12.8%	13.8%
Cohort 2	12.7%	13.7%	14.7%	15.7%

Growth

- 2 consecutive years of ACCESS scores
- Can earn a percentage of the 150 points
- Accounts for students entering at different grade levels and different proficiency levels

Proficiency

- Can earn a percentage of the 50 points
- Cohort 1 - students in the program less than 4 years
- Cohort 2 - students in the program 4 years
- Score 4.7 Overall on ACCESS

Fall 2018

Language Services and Cultural Equity Team creates school “score cards” and meets with schools to discuss performance against state targets

Gladstone ELs

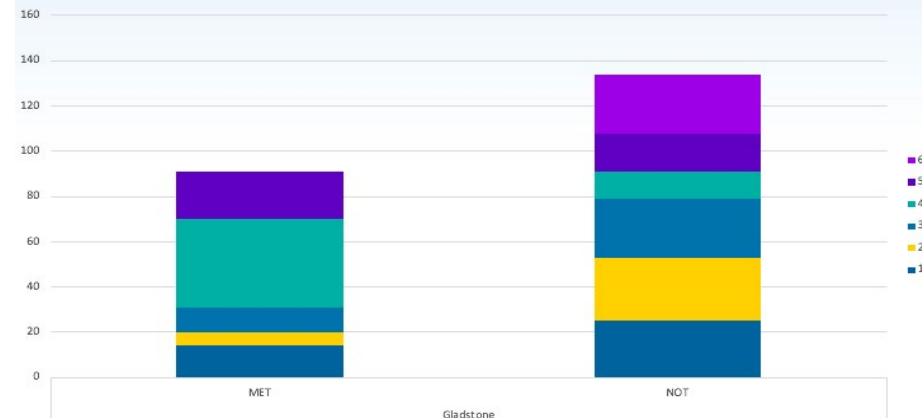
554 Students

60% EL students

4% Monitored &
Accountable ELs

85.6

Growth @ Gladstone



The Move to a More Inclusive Environment Through Co-Teaching

- Strong emphasis on co-teaching with fidelity at both middle school and high school levels to ensure increased academic achievement and proficiency on State assessments
- Addition of co-teaching at the elementary level
 - Keeping students in Least Restrictive Environment is the law
 - Inclusion in general education ensures equal access to the same curriculum used with non-disabled students and increases overall academic achievement
 - Allows students with IEPs to receive their education without being removed from their peers

Moving From Non-Inclusion to Inclusion

- Changes in elementary and secondary *high minute* classrooms from 2013-14 School Year to 2018-2019 School Year
 - 7 elementary/3 secondary autism **TO** 5 elementary/2 secondary
 - 12 cross categorical **TO** 7 cross categorical
 - 14 elementary/12 secondary intellectual disabilities **TO** 13 elementary/6 secondary intellectual disabilities
 - 6 emotionally disturbed **TO** 2 emotionally disturbed
 - 2 elementary/1 secondary deaf and hard of hearing **TO** 1 elementary/1 secondary
 - 1 secondary visually impaired to all elementary and secondary visually impaired students fully included
 - 175 students in contract sites **TO** 102 students currently
 - Addition of 3 Students Transitioning Receiving Opportunities Nurturing Growth rooms

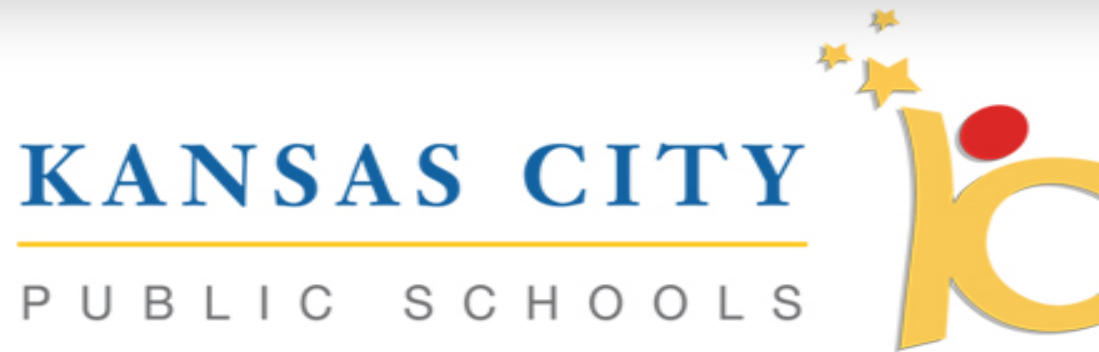
Addition of PD to All Staff

- Two offerings monthly
 - One compliance specific
 - One academic/behavioral specific
 - So far, well attended
- Addition of Special Education Instructional Coordinators within each network to assist special education teachers in accessing, implementing, modifying the curriculum, and enhancing instructional strategies across the continuum of services
- Assistant Director of Special Education

Questions?

Student Support Services: Socio-Emotional Support Staffing

Dr. Luis Cordoba and Ms. Molly Ticknor



Strategic Plan

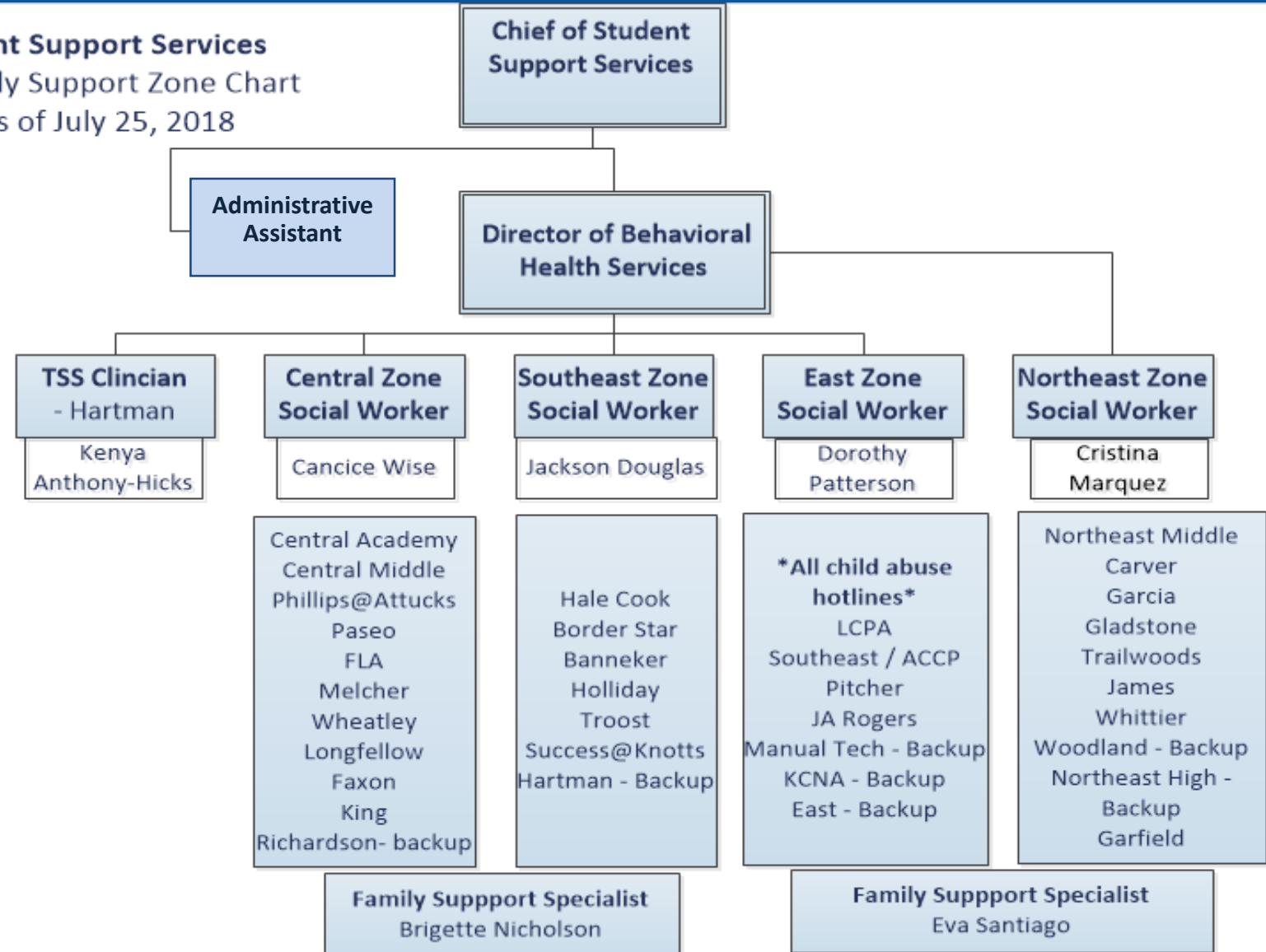
Pillar B: Safe Climate and Strong Relationships with Families and Community

Strategic Priority 4: Safety Nets



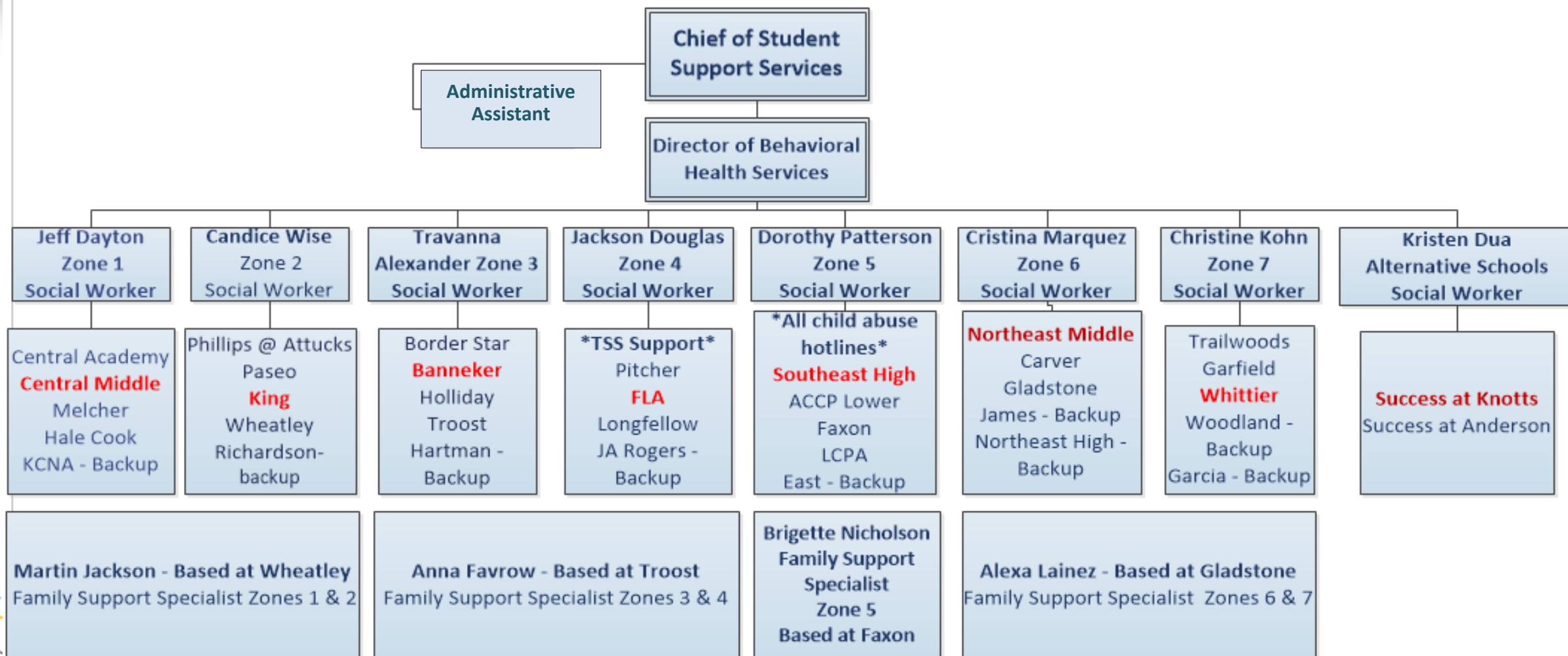
Student Support Services – Org. Chart SY 2017-18

Dept. of Student Support Services
Social Work/Family Support Zone Chart
SY 2018-19 as of July 25, 2018



Student Support- Behavioral Health Org. Chart SY 2018-19

Department of Student Support Services Org Chart - Behavioral Health



KCPS Tiered Socio-Emotional Support Model



Role of Clinicians

- Provide Tier II / Tier III trauma-informed clinical consultation to school staff to support socio-emotional needs of students.
- Provide brief crisis intervention, risk assessment, short-term stabilization services, and safety planning.
- Provide brief classroom support to teachers, consulting on trauma sensitive strategies and interventions that promote student success and empowerment.
- Provide referrals to social service agencies for students and families as needed; staying informed of available trauma-informed community resources and contacts.
- Actively participate as a member of school Problem-Solving Teams (as deemed clinically appropriate), coordinating care as needed.
- Present / Arrange for staff professional development regarding suicide prevention, risk screenings, substance prevention, bullying and other behavioral health related topics as needed to support the staff and students.
- Provide strengths-based, culturally-responsive clinical interventions, conflict resolution and short-term case-management services to students and their families.
- Provide person-centered services / treatment involving all support systems identified by student to increase family participation and understanding to promote safety and trustworthiness.

Role of Family Support Specialists

- Enhances the ability of identified students and families by providing trauma sensitive, resilience-based support necessary to build self-confidence and build protective factors.
- Creates and develops trauma sensitive, student-centered methods of referring students and families for community supports and services.
- Assists students, families, and school personnel in developing agreed upon documented student-centered, strengths-based goals; monitors progress and advocates to achieve goals to promote academic success.
- Maintains open communication with appropriate individuals and agencies to support the socio-emotional wellness of students and families.
- Develop a network of culturally-responsive trauma-sensitive student and family support services for families and makes this information available to school staff/community agencies.
- Performs liaison functions between schools, community, social services, educational, law enforcement, medical and judicial agencies and institutions in support of identified students and families.
- Identifies and develops culturally-responsive, trauma sensitive strategies such as home visits, creative scheduling, and other interventions to assist in removing barriers that prevent families from utilizing school/community resources.
- Conduct brief strengths-based needs assessment on identified students/families to provide information to interdisciplinary team of social workers, DSSS and KCPS staff.

Questions?

Focus School Progress

Mr. Andrew Larson



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



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 years 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

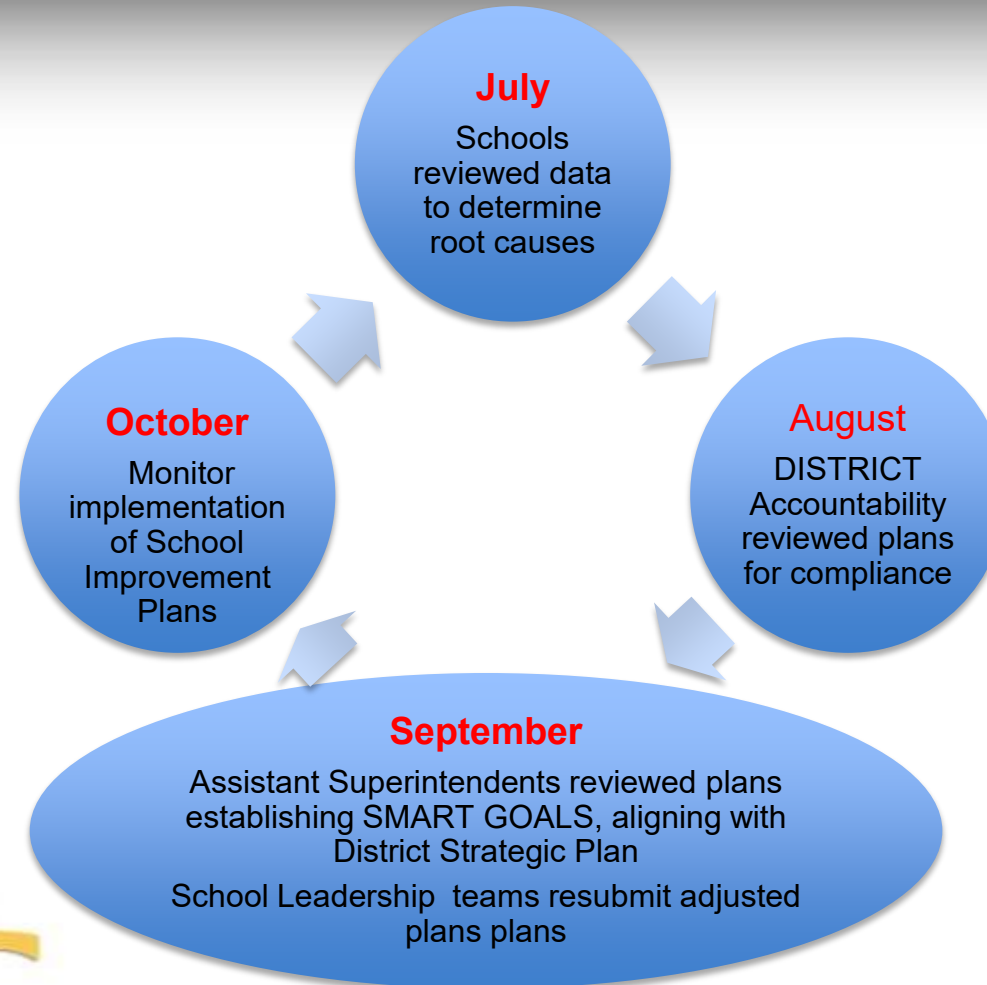
Goals Management

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



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

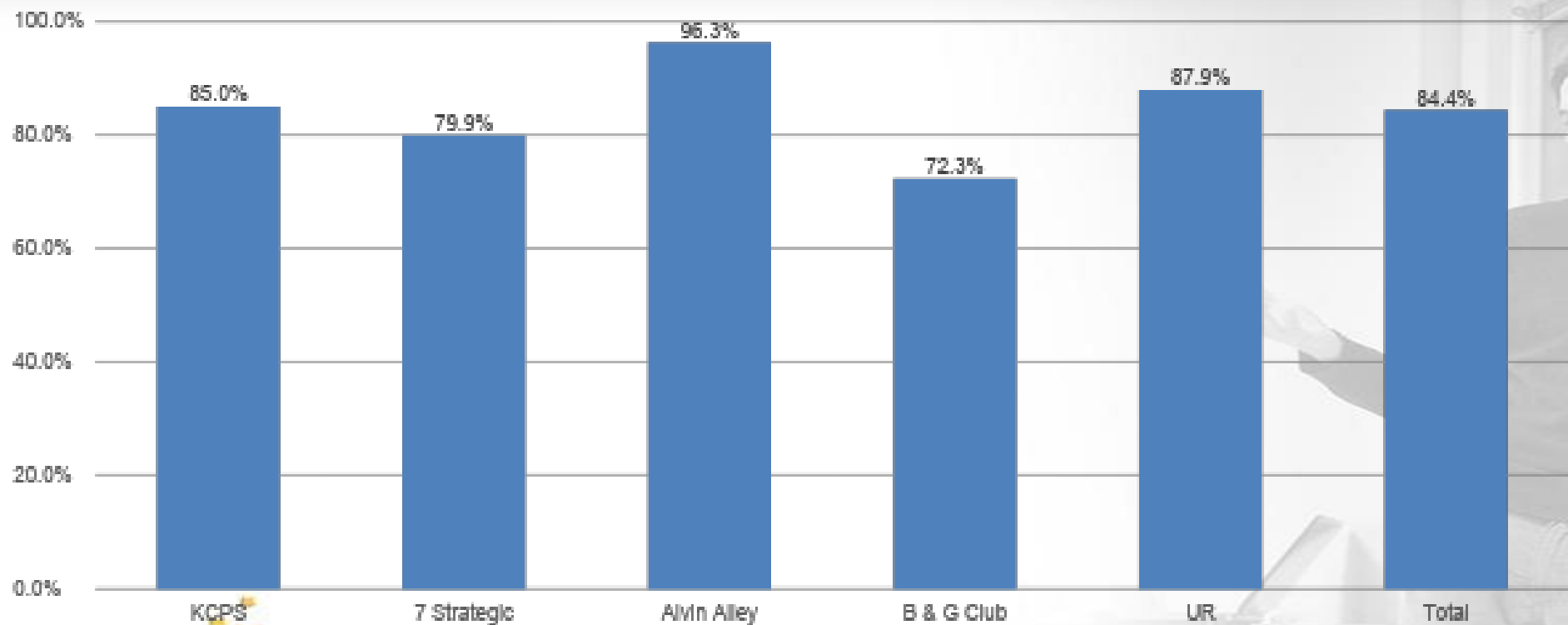
Strategic Priority 10: Planning, Accountability and Celebrations

Enrollment

Site	2018 Enrollment
KCPS	3564
Boys and Girls Club	463
Upper Room	1509
Alvin Ailey	32
7 Strategic	363
Total Enrollment	5931

Attendance Data

SY18 Summer Average Percent Present



SB319 Students

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.

SB319 Students	84 - 4 th Grade Students
Attended Summer School	49
Promoted to 5 th Grade	40
Retained in 4 th Grade	9
Did not attend Summer School	35

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

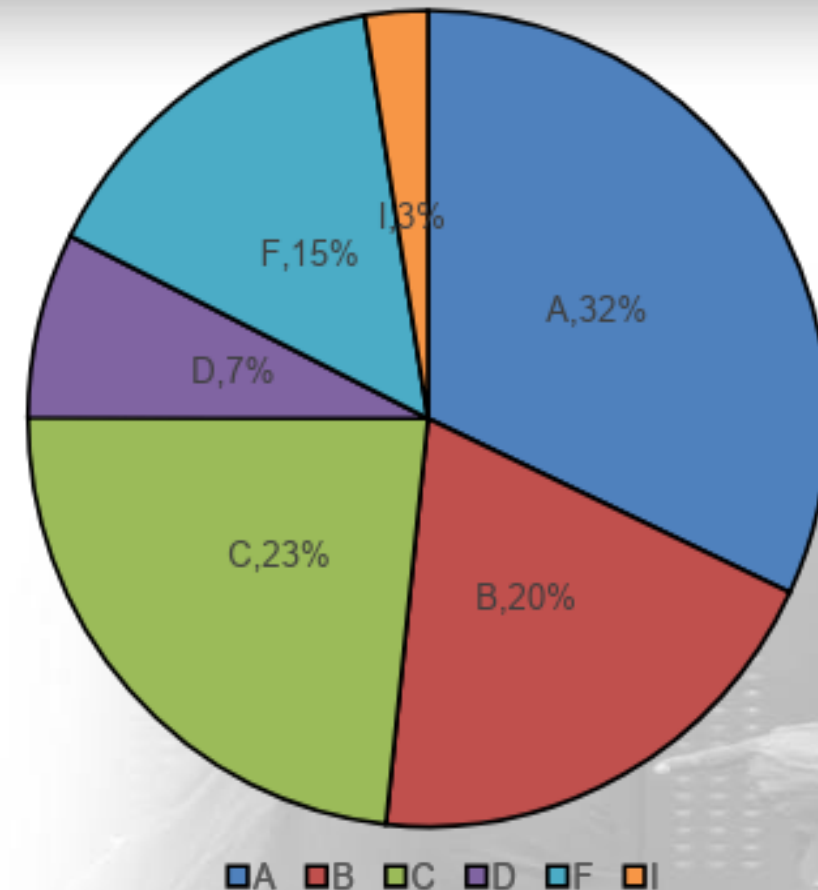
Health and Physical Education

Additional Virtual Courses as Needed

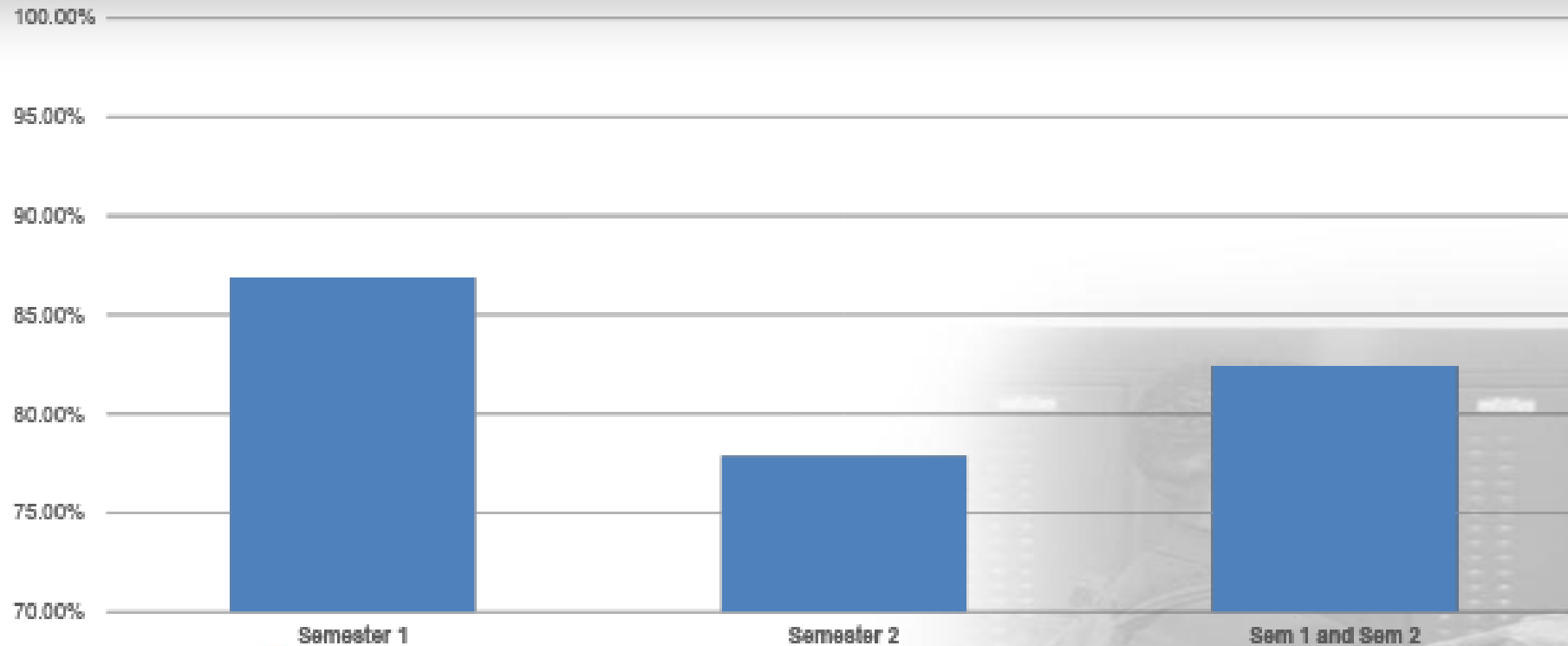
Summer 2018 Grade Distribution S1 and S2

Semester 1 and 2 Summer 2018 Grades Earned

A	B	C	D	F	I	Grand Total	Pass Rate
467	287	341	107	220	37	1459	82.4%



Summer School 2018 Pass Rate by Semester



Earned Credit vs Attempted Credit

How many students (unique) Earned Credit vs Attempted?

Did Not Earn Credit (F or I)	Earned Credit	Grand Total	% who attempted and earned summer school credit
136	780	916	85.2%

Partners

2018 Partners	
Upper Room	Boys and Girls Club
7 Strategic	Alvin Ailey

Accountability Measures:

Pre/Post Assessments, Attendance Monitoring, Administrator Walkthroughs, Partner Assessment Reports

Partners

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 score: Each item evaluated is based on a scale of 0-3 : (0) Poor (1) Fair (2) Good (3) Excellent					
Evaluation Items	POOR (0)	FAIR (1)	GOOD (2)	EXCELLENT (3)	COMMENTS
Human Resources					
Staff and teacher rosters and all related staffing documentation were provided in a timely manner and all staff held the proper certifications. Concerns and/or issues were addressed promptly and the partner was responsive to communication sent by the department.					
Certified principals were hired for each site.					
Technology and Support					
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.					
Enrollment					
Enrollment administrator was					



Partners Performance Evaluation Grades:

2018 Partners	
Upper Room: C	Boys and Girls Club: C
7 Strategic: F	Alvin Ailey: B

2019 Partners



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 outline 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

	Program supports one or more KCPS priorities (Question #12) Applicant demonstrates how its program supports one or more KCPS priorities
	Program is appropriate for target audience Applicant describes a program that is suitable for students in the target audience

III. PROGRAM ASSESSMENT

	Program has clear core goals (Question #20) Applicant describes specific program goals that are aligned to program design and purpose
	Program has method for determining progress toward goals (Question #21) 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 Advertising and Promotion Campaigns

Mr. Ray Weikal and Ms. Lynn Goehring



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

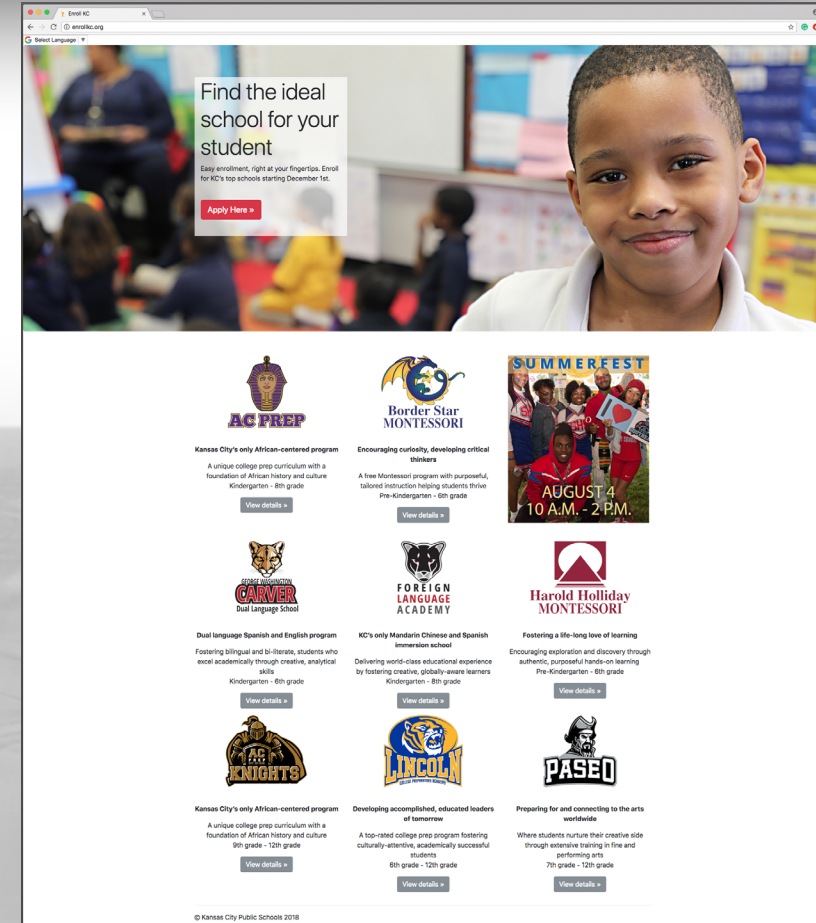


Marketing Overview

- 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.

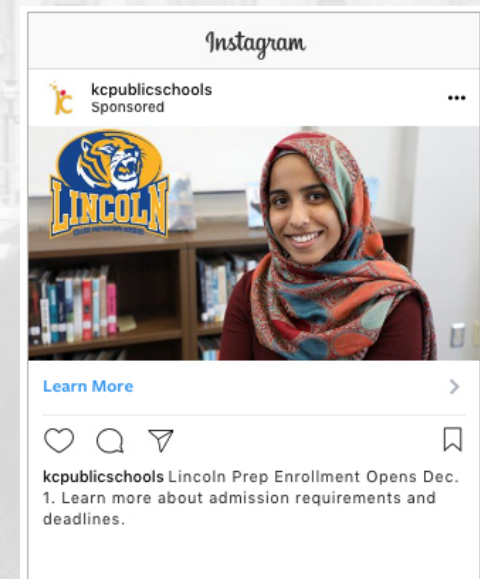
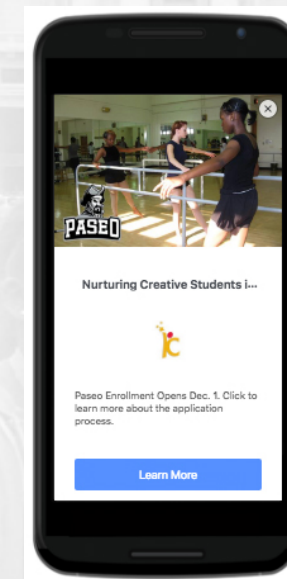
Strategic Planning

- 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.



Continuing the Plan

- After the successful Signature School Campaign, we focused on individual neighborhoods targeting current students and prospective students within the school's boundaries. Messaging focused on the school's unique story answering the "Why this School" question.



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 advertising, etc.



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ELEMENTARY**

**PROBADA.
DE CONFIANZA.**

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autónomas de área.

¡Inscríbase ahora para el otoño! EnrollKC.org/Whittier



Questions?

RSIT Breakout Discussion



Feedback/Requests



Monthly Meeting Date

Thursday, October 18, 2018

