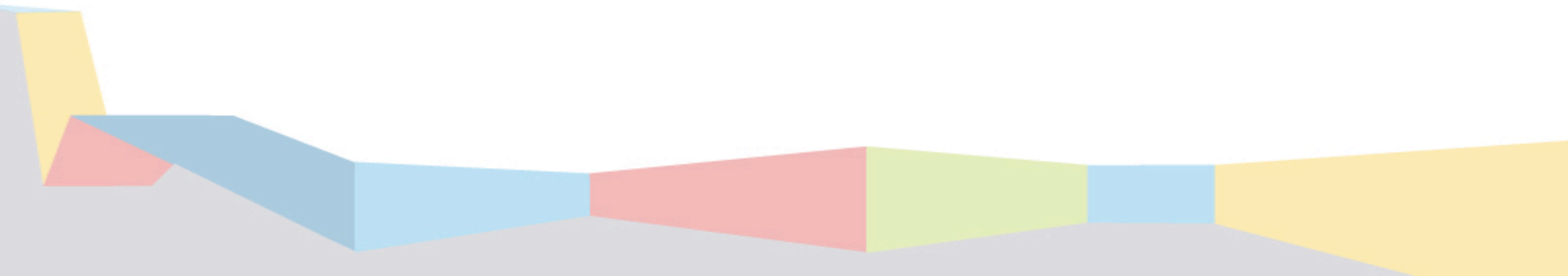


# **Kansas City Public Schools and Department of Elementary and Secondary Education Regional School Improvement Team Meeting**

September 24, 2015



# 2015-2016 SMART Goals





## **Board Policy 1.0**

### **Policy Category: Ends**

### **Policy Name: Global Ends**

Revised: June 22, 2011, August 28, 2013

*The Kansas City Public Schools (KCPS) is a collaboration of scholars, parents, staff and the community designed to constantly improve academic achievement by addressing the individual needs of each student from birth. Scholars will be high achieving critical thinkers who are prepared to succeed in a constantly changing world and who are engaged in the improvement of their community.*

### **1.1 High Achieving Critical Thinkers**

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.
2. All scholars will demonstrate literacy, numeracy and critical thinking skills at or above grade level, both as a whole and by groups. Scholars demonstrating below grade level performance will demonstrate significant growth each school year.
3. All scholars will be socially, emotionally and academically ready for Kindergarten.

### **1.2 Succeeding in a Constantly Changing World**

1. All scholars will graduate college and career ready empowered to choose their path to a successful future.
2. All scholars will receive a curriculum that positions them to excel in the 21st Century and beyond.

### **1.3 Engaged in the Improvement of their Community**

1. All scholars will participate in service learning and in district groups/activities that will prepare them to be effective members of our democratic society.
2. All scholars will demonstrate the skills and behaviors of personal responsibility and civility.
3. All scholars will obtain the life skills necessary to demonstrate self-improvement of their mental, emotional and physical health.

# Superintendent Goals

## Goal 1: Student Achievement



### Objectives

- 1.1 Develop a three-year KCPS academic plan which will provide a roadmap for building KCPS into a quality and vibrant school district as we continue to increase academic achievement.  
[www.kcpspublicschools.org/academics](http://www.kcpspublicschools.org/academics)
- 1.2 In the 2015-16 at least 40% of KCPS students will be proficient in reading and math
- 1.3 RtI Model will be implemented and monitored using the progress monitoring tool at 80 % participation
- 1.4 KCPS will increase the number of students scoring at or above the national average on the ACT by 3%

### Strategy

- KCPS will launch a laser-like focus on Math in grades 5-8. Priorities for professional development will be content/grade level specific and increase staff content knowledge. The professional development will be aligned to our district curriculum and the Missouri Learning Standards. This focus will ensure all students are exposed to high quality math instruction
- KCPS will focus on Science grades 3-8. Teachers will receive additional PD to drive the inquiry based instruction that will be aligned to the state standards
- Principals will conduct 10 walk-throughs monthly and provide teacher feedback and monitor day-to-day teaching and learning.
- IT will continue to develop and improve data dashboards to school leaders
- Invest in the teachers, principals and staff through professional development and supplemental resources that are aligned to state standards and curriculum
- Provide additional access to ACT on-line supplemental resources for students
- Enhance partnerships with local universities to recruit highly qualified, good-fit candidates for hard-to-fill areas such as Math, Science and ELL
- Offer early contracts for highly-qualified teacher candidates representing hard-to-fill areas such as Math, Science, ELL, etc.
- Secure retirees for half day to offer additional instructional support in the areas of Math and Science
- Provide stipends/incentives for current and new hires in the areas of Math and Science

# Superintendent Goals

## Goal 2: Student Opportunities



### Objectives

- 2.1 Master Plan will be approved by November 2015
- 2.2 Increase Honors, Dual credit and IB classes for students in every building by at least 2 offerings
- 2.3 Increase number of electives offered by 10%
- 2.4 Increase the number of extra-curricular activities for students by 20%
- 2.5 Increase number of internships by 10%

### Strategy

- Presentation will be made to the board and the community on final Master Plan
- Increase the number of Honors classes offered at the middle school level
- IT will work with the Academic Team to develop on-line programs and classes for additional credit
- KCPS will use MO Connections to increase the number of electives offered at each secondary level according to students interest
- Develop feeder programs by starting with freshmen teams (only) in schools
- Increase the number of business partners by 10%
- Improve athletic fields and facilitates

# Superintendent Goals

## Goal 3: Stakeholder Communication



### Objectives

- 3.1 All parents will be given opportunities to participate in their child's education experience
- 3.2 Create communication materials for KCPS stakeholders
- 3.3 KCPS will create opportunities and encourage parents and the community to join and support our efforts in regaining accreditation

### Strategy

- IT will showcase the SIS Parent Portal for families, allowing parents to monitor student's information and progress
- Showcase KCPS by sharing the successes, growth, better facilities, etc.
- Build internal and external relationships to increase enrollment and retention
- Increased participation in community events, such as enrollment and health fairs
- Increase the number of social media outlets through new website, blogs, Twitter, and Facebook
- Monthly fliers will be sent to students who have withdrawn and quarterly newsletters will go to current students

# Superintendent Goals

## Goal 4: Customer Experience

### Employees, Students and Community



#### Objectives

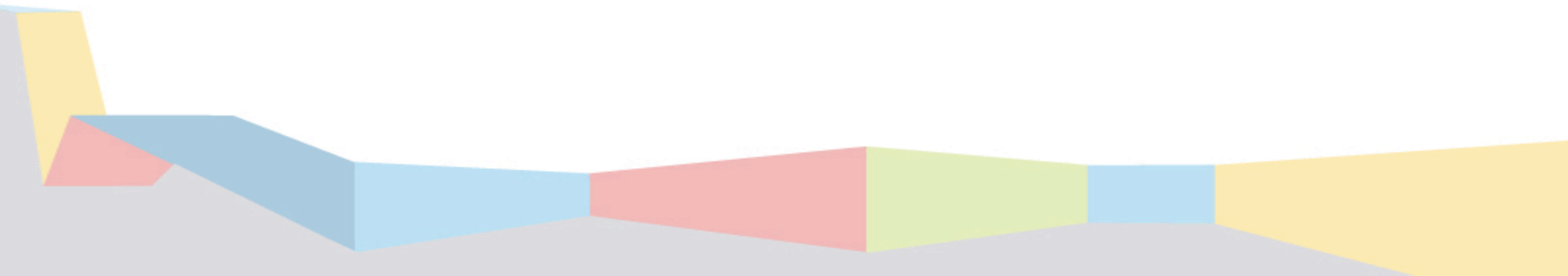
- 4.1 Employees, students and community relationships will improve by 20% annually
- 4.2 KCPS customer experience ranks very good or higher
- 4.3 Employee retention will increase by 10%
- 4.4 Enrollment will increase by 5%
- 4.5 Community partners will increase by 10%

#### Strategy

- Create a employee, student and community survey to measure quality of relationships with KCPS
- From the fall survey, develop baseline customer experience metrics
- Implement a “mystery caller” to monitor customer service.
- Spring survey will show positive feedback regarding experiences with KCPS

# Questions?

# District's Academic Plan







# Our reasons to succeed

ACADEMIC PLAN 2015-2018  
ACADEMIC DIVISION

# Overview

- The purpose of Kansas City Public Schools (KCPS) is to ensure that every school provides a **quality** education that prepares **ALL** of our students, regardless of background or circumstance, for success in college, career, and life.
- 2015 to 2018 will be a time of dramatic progress for KCPS.
- By 2018, at least 50% of our students will be proficient in reading and math.
- The academic plan provides a blueprint that will be executed and monitored by district and building-level professionals, knowledgeable in their area of expertise.



# KCPS Commits to:



- Continue the work and stay the course.
- Provide quality education for all students.
- Continue to improve academic achievement.
- Prepare all students to be college or career-ready.
- Hold all staff members accountable for performing their jobs well and for improving student achievement.

# KCPS Commits to:

- Energize leaders.
- Empower teachers.
- Enlighten our parents and community.
- Engage students.



We will produce scholars who are  
high-achieving critical thinkers, prepared to succeed  
in a constantly changing world and engaged in the  
improvement of their community.

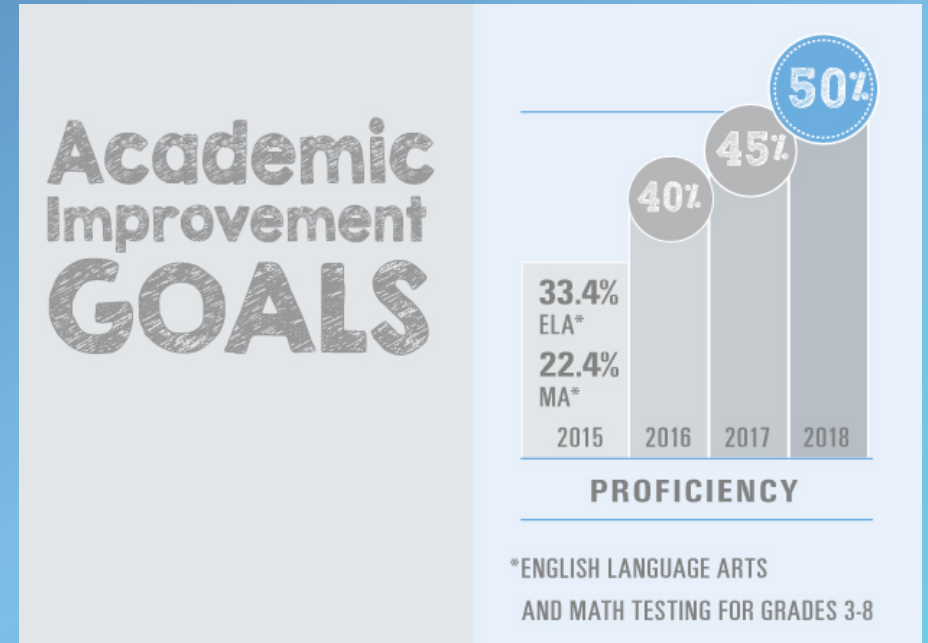
## Our Purpose

# Goal 1: Improve academic achievement.

- 2015 – 2016: At least **40%** of KCPS students will be proficient in reading and math.

2016 – 2017: At least **45%** of KCPS students will be proficient.

2017 – 2018: At least **50%** of KCPS students will be proficient.



# Goal 1: Improve academic achievement. continued

- In the 2014-15 school year, KCPS launched a new, rigorous literacy plan aligned to the Common Core Standards. This plan was designed to prepare all students for success and accelerate student achievement.
- In the 2015-2016 school year, KCPS will launch a laser-like focus on Math in grades 5-8. Priorities for professional development will be content/grade level specific and increase staff content knowledge. The professional development will be aligned to our district curriculum and the Missouri Learning Standards. This focus will ensure all students are exposed to high quality math instruction.

## Goal 2: Every teacher will implement the four essential components of an effective lesson

- Anticipatory Set
- Modeling
- Guided Practice
- Checking for Understanding



## Goal 3: Invest in Struggling Schools

KCPS is **committed to investing** in our lowest-performing schools which serve a large population of students who need extra support, including low-income students, English language learners, and students with special needs.

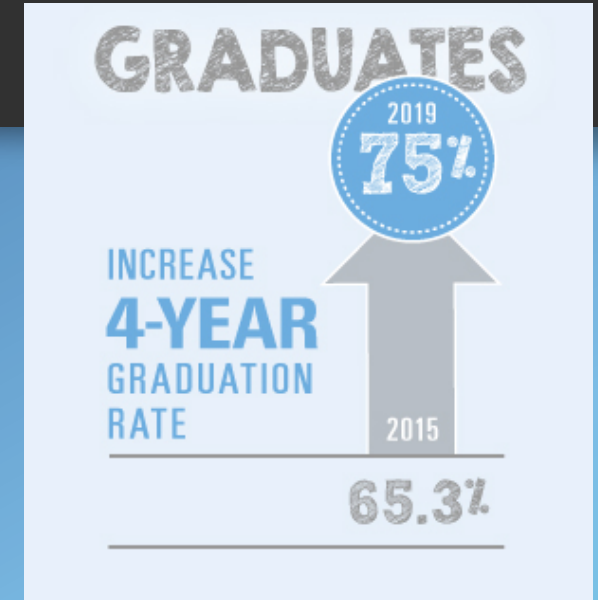


## Goal 4: Increase Graduation Rate.

Beginning in the 2015-16 school year, at least 75% of entering 9th graders will graduate from high school in 2019.

KCPS will:

- Ensure that more students graduate on time. KCPS will leverage technology and provide targeted support to secondary schools.

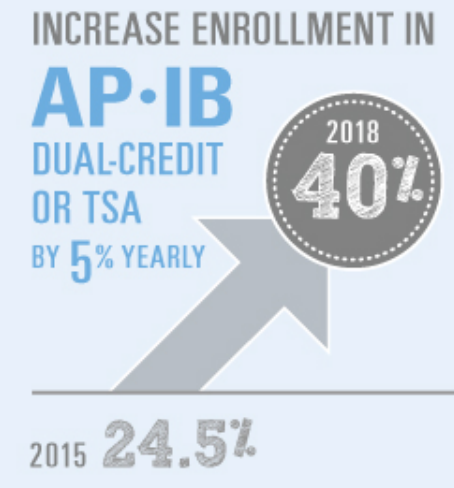


## Goal 4: Increase Graduation Rate.

- Invest in Early Warning Intervention systems in order to identify students who need support to graduate on time.
- Explore new ways to make the high school experience engaging, vibrant and relevant.
- The Offices of Student Interventions and Students in Transition will work collaboratively to assist KCPS families and significantly decrease mobility whenever possible.

## Goal 5: Increase College and Career Readin

- KCPS will increase the number of students scoring at or above the national average on the ACT by 3% yearly.
- Increase the number of students enrolling and earning credit in AP, IB, Dual-Credit Courses, Technical Skills Attainment (TSA) assessment by 5% yearly.
- By the 2017-2018 school year, the KCPS official APR will maintain a 3-year average of 90% or above of graduates placed in higher education, training, military service or who have a positive vocational placement in accordance with CTE guidelines.



- Kansas City is a city with many educational choices. There are currently nearly 90 public, charter and private schools within the Kansas City Public School (KCPS) boundaries. This provides KCPS with a unique challenge of designing quality educational programming that will attract and keep families in our district schools and community.

## The Future

# The journey continues to focus on the destination...

- The support of additional academic programs have been designed to meet the needs and interests of our students and families.
- It is our goal to continue to strengthen our academic programs and significantly decrease mobility whenever possible.
- We encourage parents and the community to join and support us in this three-year journey.
- The journey continues to focus on the destination: full accreditation, quality schools and programs for all students of Kansas City Public Schools.



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KANSAS CITY  
PUBLIC SCHOOLS



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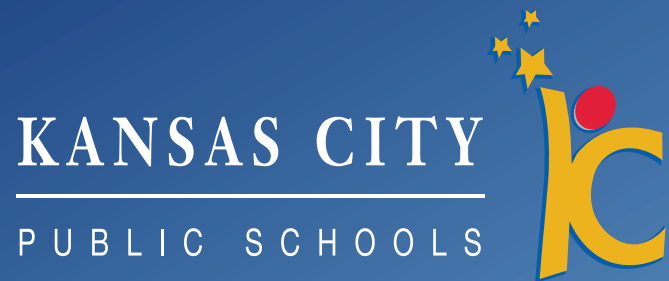
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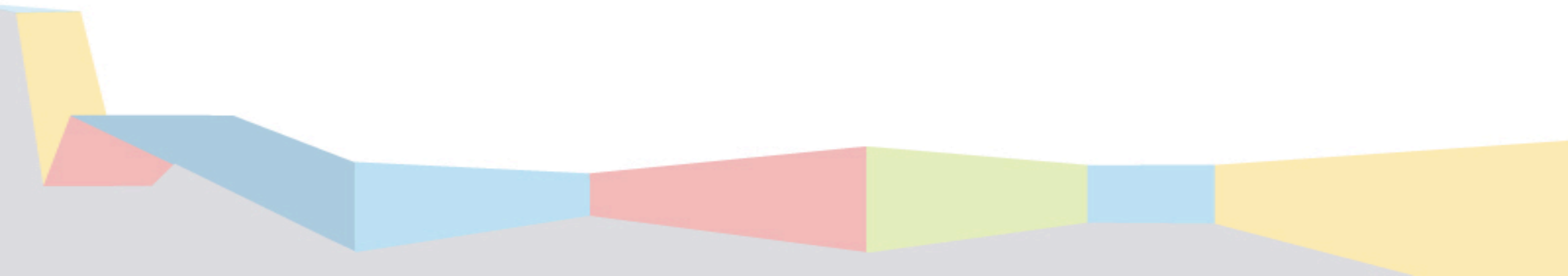
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# Questions

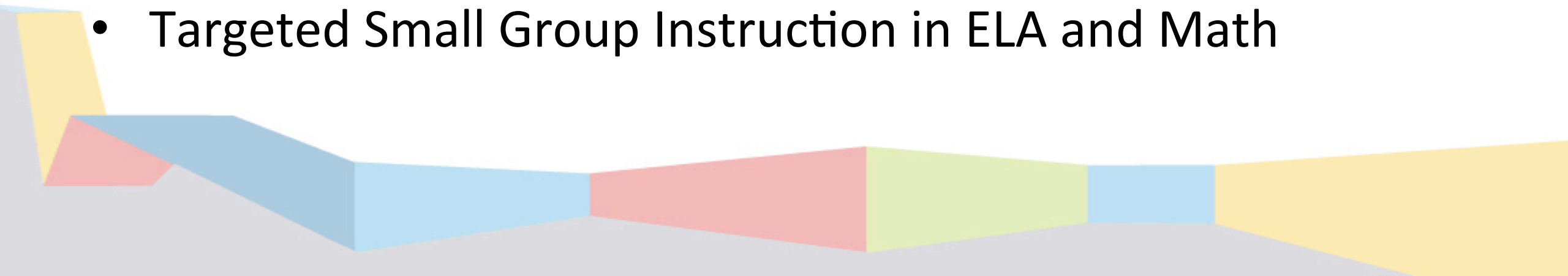


# **CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT**



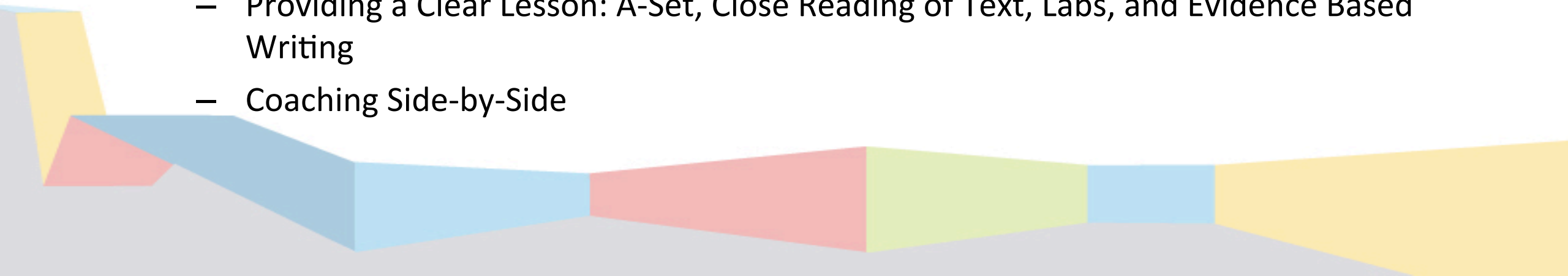
# Teacher Pedagogy

- Literacy Across the Curriculum
- Data and Checking for Understanding to Inform Instruction
- Supplemental Math Materials to Reteach Concepts and Procedures
- Hands-on Experiments in Science Labs
- Targeted Small Group Instruction in ELA and Math



# Professional Development

- Literacy
  - Building Capacity
  - Using Formative Assessments to Drive Instruction
- Math
  - Teaching Transferable Skills
  - Increasing Content Knowledge of New Standards
  - Coaching Side-by-Side
- Science
  - Providing a Clear Lesson: A-Set, Close Reading of Text, Labs, and Evidence Based Writing
  - Coaching Side-by-Side



# Curriculum Unit Maps: Integrations

## Writing & Social Studies Integration

**(The following strategies and activities are intended for use during the 30 - 45 minutes writing/social studies section of the daily literacy block.)**



## Writing & Social Studies Priority Standards

**W.4.2.a-e Write informative/expository texts to examine a topic and convey ideas and information clearly.**

**I can follow a writing process to compose an informational piece that gives accurate information about a chosen topic.**

**W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

**I can conduct short research projects to help me learn about topics through investigation.**

**SS4.5.D Describe how people are affected by, depend on, adapt to, and change their environments.**

**I can talk about how humans use their environment to survive.**

**SS.4.5.F Compare regions (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions.)**

**I can compare the regions in Missouri.**

# Curriculum Unit Maps: Math 7

## Grade 7 Math SY 1516

Learning Standard #1 TOPIC 1		Interact with New Knowledge	Practice and Deepen New Knowledge	Generate and Test Hypotheses about New Knowledge
<p><u>7.RP.1</u>: Compute unit rates associated with ratios of fractions measured in like or different units.</p> <ul style="list-style-type: none"> <li><i>I can compute unit rates with ratios of fractions</i></li> <li><i>I can compute unit rates with ratios measured in like units</i></li> <li><i>I can compute unit rates with ratios measured in different units</i></li> </ul>	Strategies	<p><b>Identify critical information</b> Introduce new vocabulary and key concepts <b>Word Wall Cards: 1, 23, 25</b> <b>Organize students into pairs or triads</b></p> <p><b>Preview new content-</b> Generate questions that build background information using KWL chart</p> <p><b>Chunk content into digestible bites</b></p> <p><b>Process and elaborate new information –</b> Pose questions such as <u>as</u> “<i>What is the difference between rates and ratios?</i>”</p> <p><i>Use Questions for Understanding</i></p> <p><b>Record and represent —</b> Provide information for students to record on how to write and identify ratios and rates.</p> <p><b>Reflect on learning–</b> Use exit tickets to evaluate students’ learning</p>	<p><b>Review Content</b></p> <p><b>Provide opportunities for students to practice skills, strategies, and processes</b></p> <p><b>Examine common errors in reasoning and faulty logic</b> A common error in setting up proportion is placing numbers in incorrect locations especially when the order in which quantities are stated in the problem is switched within the problem statement.</p> <p>Teacher will present rates and ratios for students to analyze, correct, and defend their answers.</p> <p><b>Have students systematically revise and make corrections in their academic notebooks</b> Teacher will ask the students to make a journal entry into their notebooks.</p> <p><b>Homework—</b>Teacher will assign work for students to complete independently.</p>	<p><b>Engage students in cognitively complex tasks</b></p> <p><b>Investigation</b> Teacher will assign students to investigate the real-world applications of rates and ratios.</p> <p><b>Problem Solving and Decision Making</b> Teacher will provide real world situations where students find the unit rate of items, use ratios to compare prices, and decide what the best option when given different choices.</p>

# Curriculum Unit Maps: Interventions

<http://map.mathshen.org>

## Intervention Strategies:

ELL (See Digits Program Overview Guide)

### Use Small-Group Interactions and Peer Questioning

Working either as a whole class or in heterogeneous groups or pairs, students can engage in real-life or simulated projects that require application of a variety of mathematical skills.

### Use Picture, Real Objects, and Graphic Organizers

Graphic organizers are particularly useful because they can be used not only by teachers to present concepts but also by students to take down notes, organize their ideas in logical categories, and summarize the results of group brainstorming.

### Use Demonstration

Teachers can take students through a word problem in math, demonstrating step-by-step procedures and strategies in a clear and explicit manner.

### Use Manipulatives (and Tools and Technology)

Measuring tools, such as rulers and protractors, and technological aids, such as calculators and computers, will be used. The effectiveness of these tools will be enhanced, if they are used within the context of a project that students are intrinsically motivated to initiate and complete.

### Modifications for Gifted Students—Modifications in Content

- Students need a variety of problems to work that extends DOK level taught

### Modifications for Special Needs Students

Accommodations, or support components, are needed to help special needs students... Those accommodations will come from each student's IEP. The following are general suggestions, not mandatory (check student's IEP for a case-by-case basis), for special needs students:

- Providing additional time on assignments or assessments
- Shortening assignments or assessments

**Providing peer support for immediate feedback and assistance**

# Curriculum Unit Maps: Common Quizzes

Common Quiz #1  
KCPS Math 7

1. In a bouquet of flowers, there are 5 daisies and 18 roses. Write the ratio of daisies to roses in three different ways.

- A. 18 to 5, 5:18 and  $\frac{5}{18}$
- B. 18 to 5, 18: 5 and  $\frac{5}{18}$
- C. 5 to 18, 5:18 and  $\frac{5}{18}$
- D. 5 to 18, 5:18 and  $\frac{18}{5}$

**ID 1.1.1**

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2. A jug of juice has 6 cups of pineapple juice and 5 cups of orange juice. Write the ratio of number of cups of pineapple juice to total number of cups of juice in three different ways.

- A. 6 to 5, 6:5 and  $\frac{5}{6}$
- B. 6 to 11, 6:11 and  $\frac{6}{11}$
- C. 6 to 11, 6:11 and  $\frac{11}{6}$
- D. 6 to 5, 6:5 and  $\frac{6}{5}$

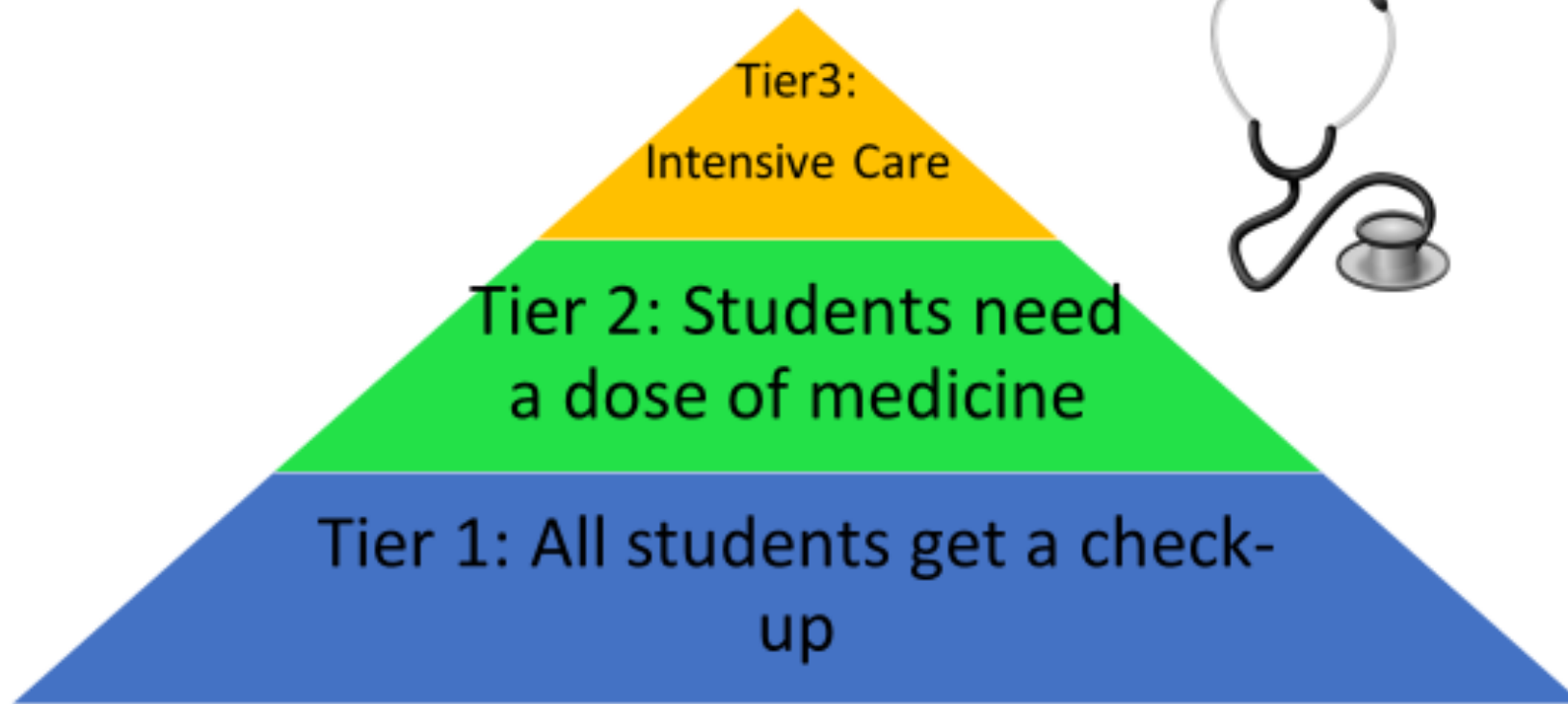
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3. Write the ratio as a fraction in simplest form.

# Response to Intervention

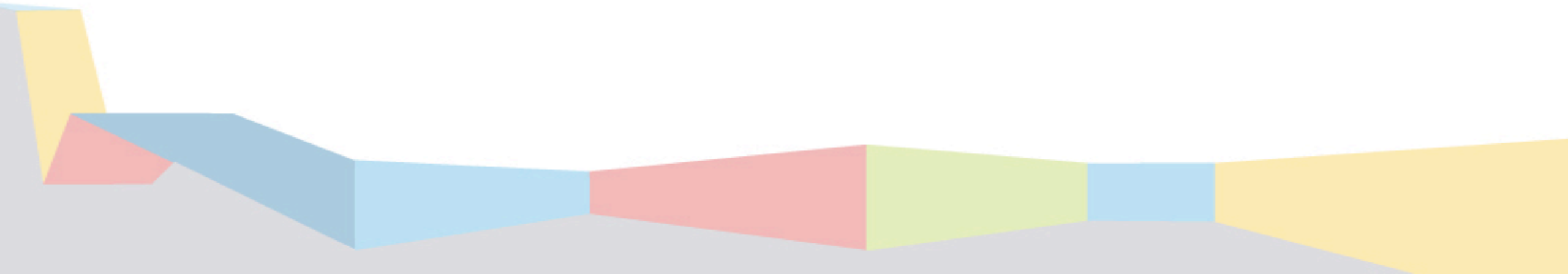
Response to Intervention





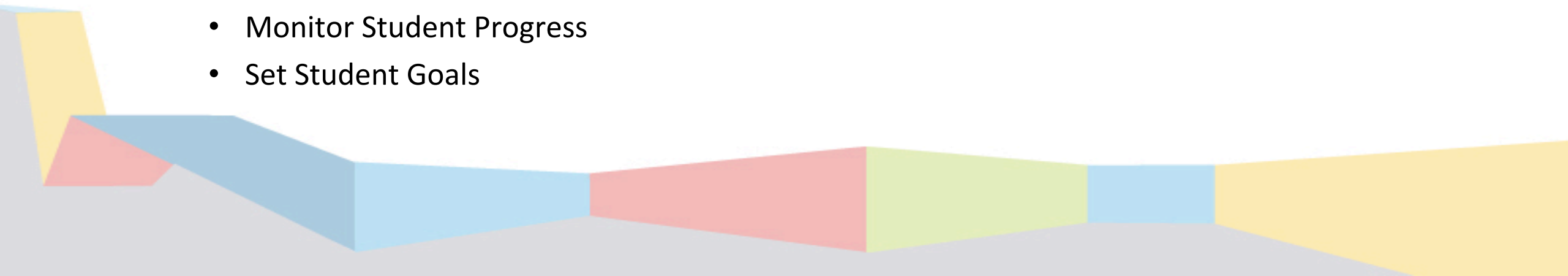
# Questions?

# SCHOOL LEADERSHIP




# Monitoring the Use of Data

- Inform Teacher Practice
- Facilitating Collaboration Around Data
- Utilizing Teachers as Data Leaders
- Foster Common Understandings
- Types of Data Collected
  - NWEA, STAR
  - iLit, Digits, Study Island
  - Attendance, Behavior, Core Academics
  - Staff Mapping, Walkthrough Observations
- Monitor Student Progress
- Set Student Goals

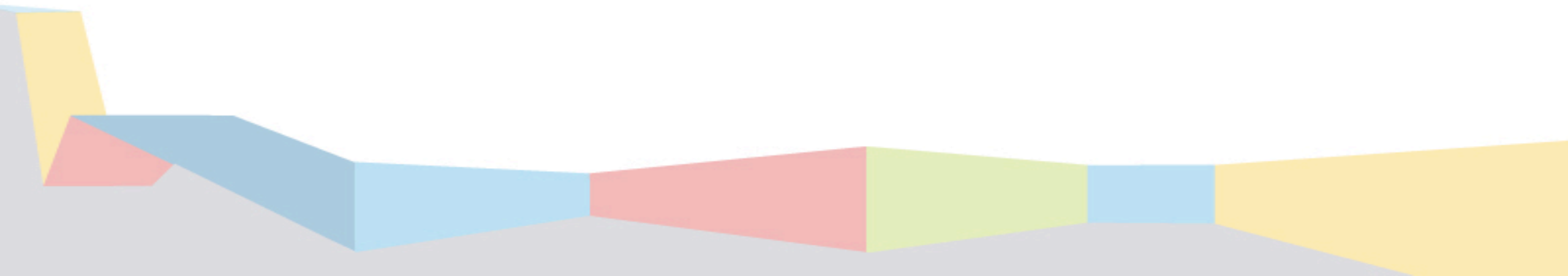


# Monitoring Teaching and Learning

- Create a School-wide Accountability Plan
  - Review Weekly Lesson Plans
  - Following the Data Cycle Process in PLC's
  - Classroom Walkthroughs and Feedback Conferences
  - Student Work Posted Along With Scoring Guides
  - Provide PD on the Four Essential Components of an Effective Lesson
  - Ensure That Every Teacher is Checking for Understanding
  - Data Binders, Data Walls, and Gallery Walks
  - Set Up Model Classrooms
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

# Monitoring Culture and Climate

- Create Collaborative and Professional Relationships
- Recognize Student and Teacher of the Month
- School Spirit Days and Celebrations
- Student Focus Groups
- Faculty Advisory Committee
- Incentives for Staff and Students
- Provide High Quality Customer Service
- Effective and Timely Communication with Families
- Parent Involvement in the Building (SAC)
- Focus on Reducing Bullying
- Administer and Review Surveys



# Reducing Out-of-School Suspensions

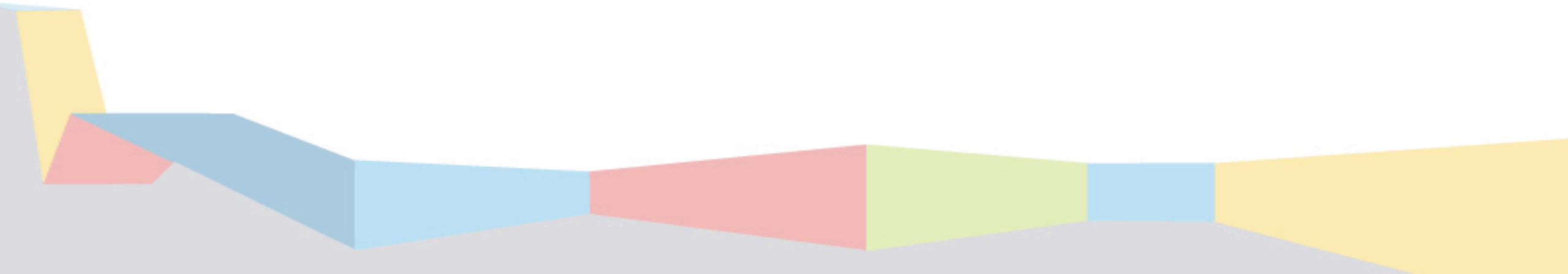
- Build Principal Capacity to Promote Positive Discipline
- Added In-School Suspension (ISS) Classrooms to nine Schools
- Added Protocols for Approval of 10-day Suspensions
- Added Alternative Out-of-School Suspension (AOSS) Classrooms to Success Academy

2015/16 - OSS Days Through 1 <sup>st</sup> 6 Weeks		2014/15 - OSS Days Through 1 <sup>st</sup> 6 Weeks	
Alternatives to Out of School Suspensions	503	AOSS	14
In-School Suspensions	795	ISS	292
Out of School Suspensions	754	OSS	2487
Long-term Suspensions	0	LTS	346

# Questions?

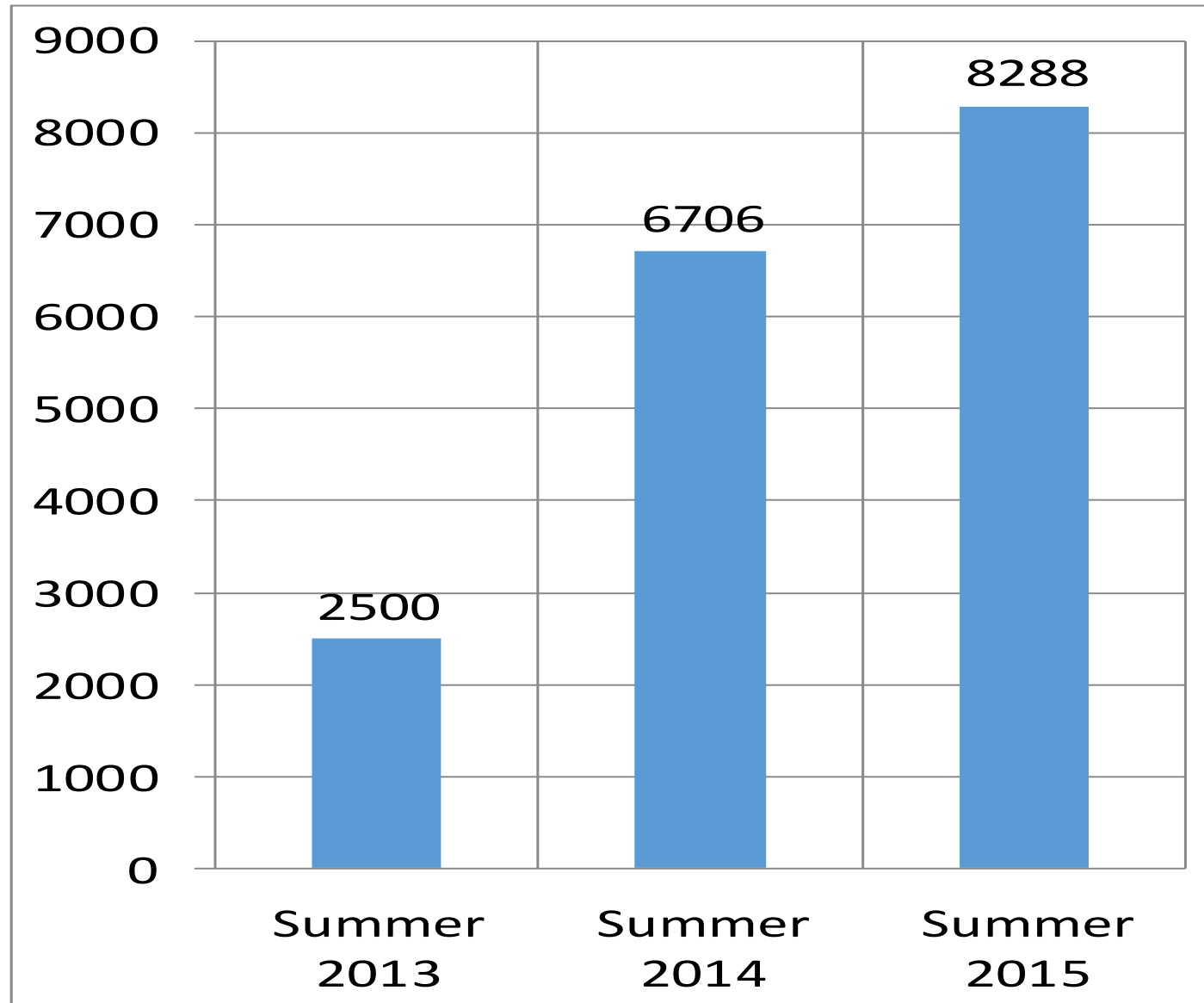
# SUMMER SCHOOL REPORT

School Leadership

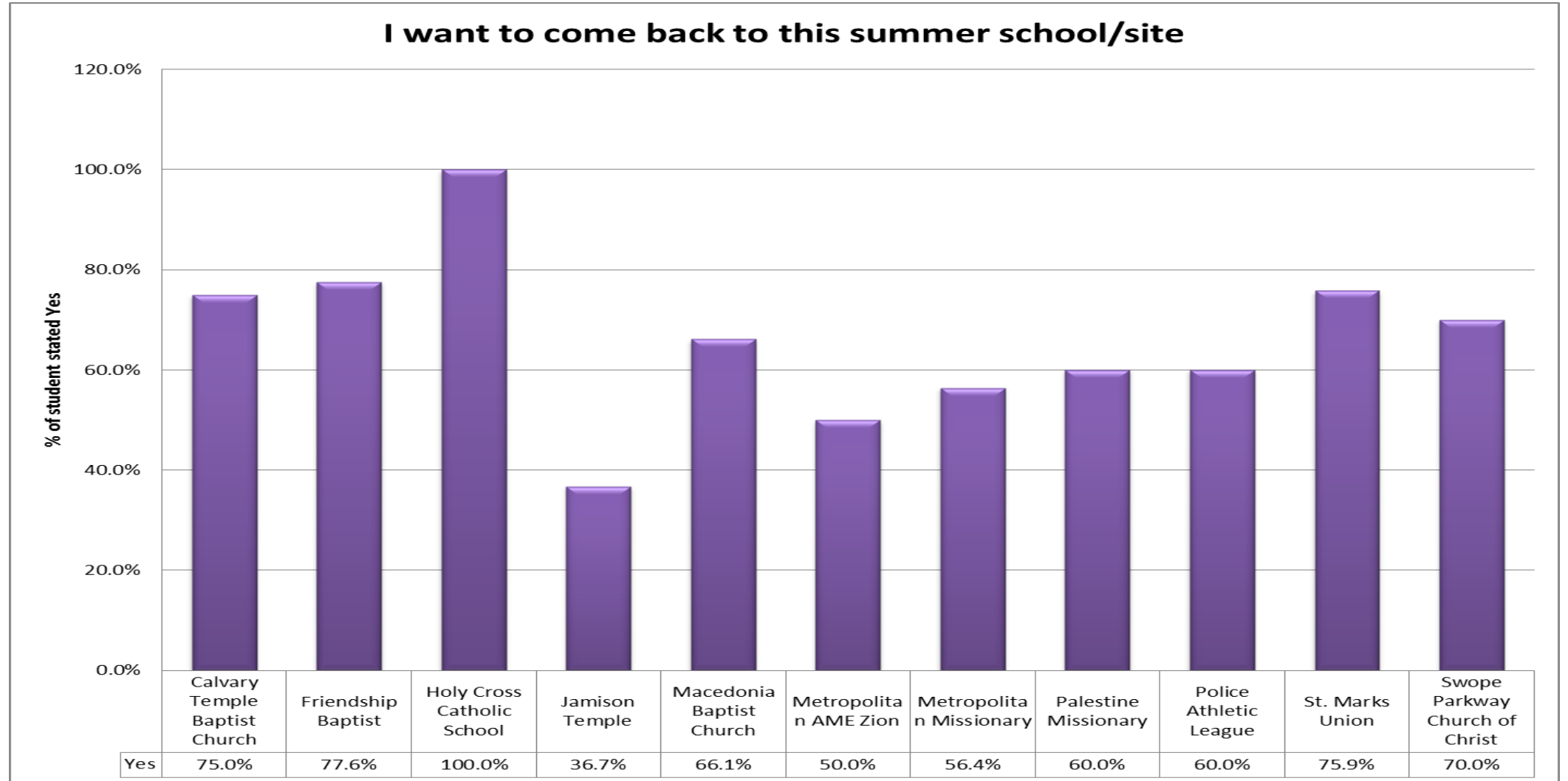




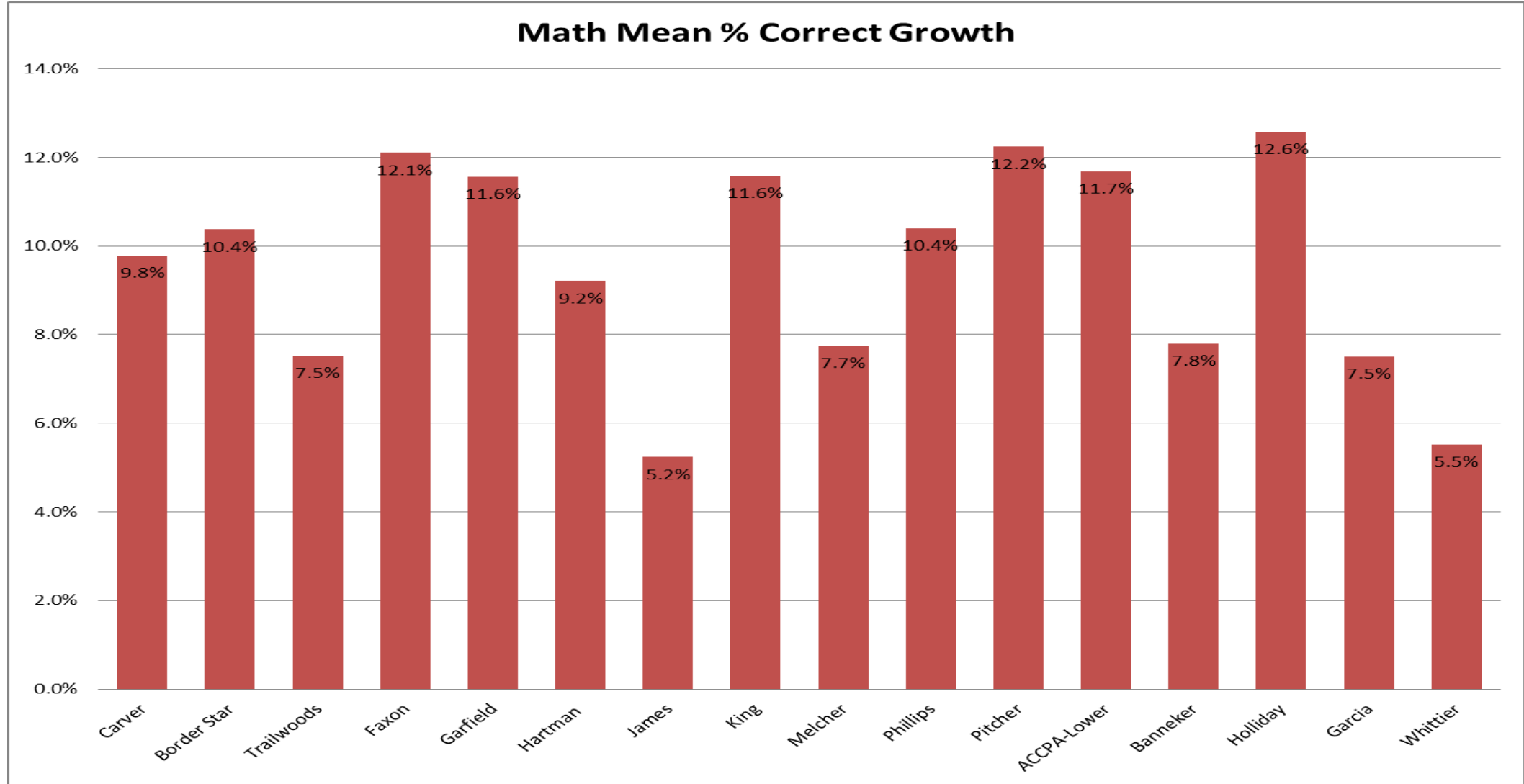
# Enrollment



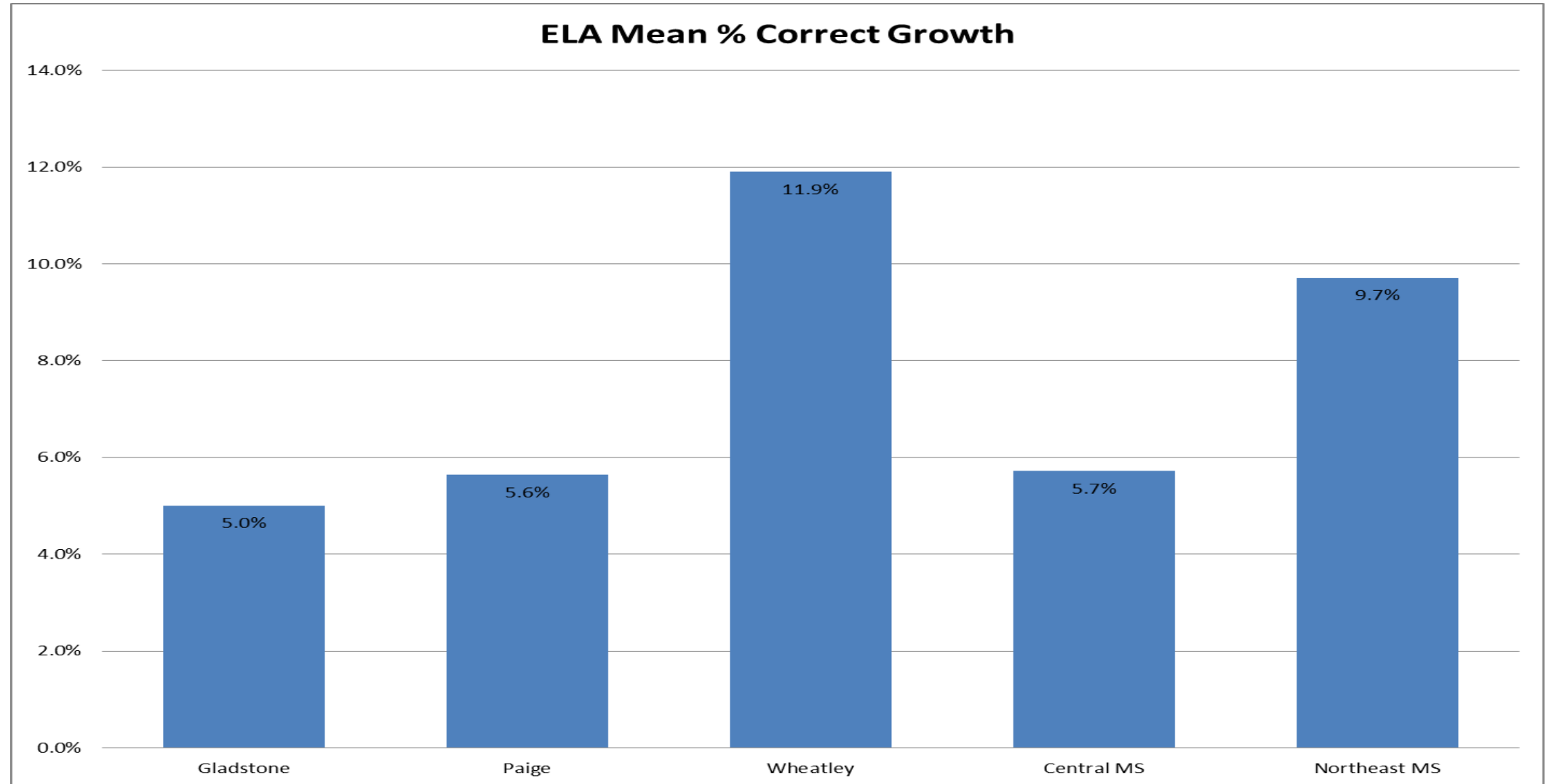
# Upper Room



# LINC

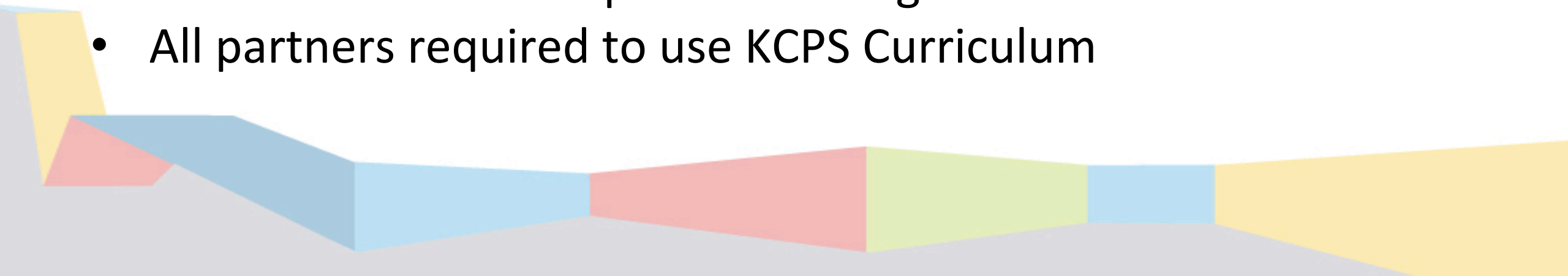


# KCPS



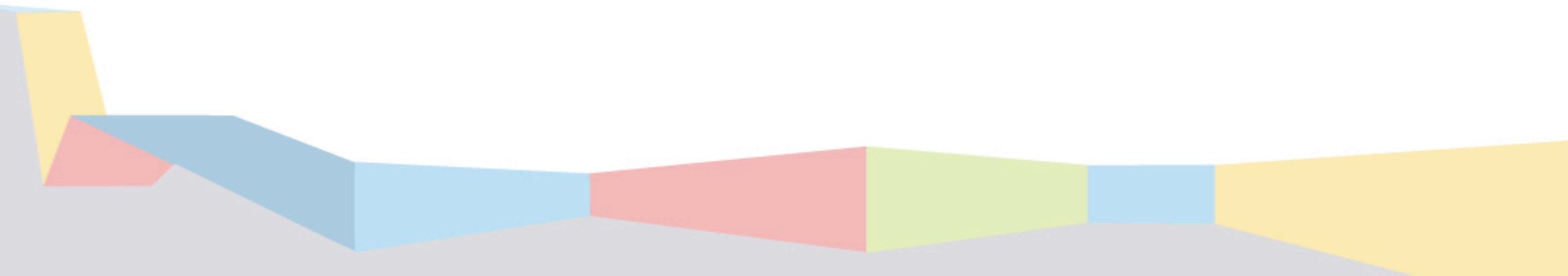
# Highlights

- New HR staff reporting tool
- Enhanced attendance monitoring
- Increased enrollment
- More KCPS buildings open
- Student academic growth (ELA and Math)
- Positive partner training and support feedback
- Increased KCPS Principal walkthroughs
- All partners required to use KCPS Curriculum



# Challenges

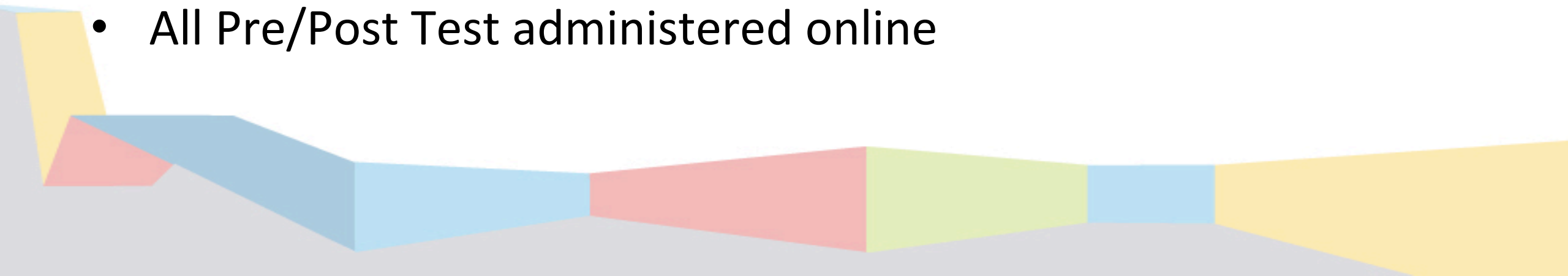
- Lack of adequate technology at non-school sites
- Paper/pencil administered Pre/Post Test
- Summer School applications
- Non-school setting challenges



# Summer School 2016

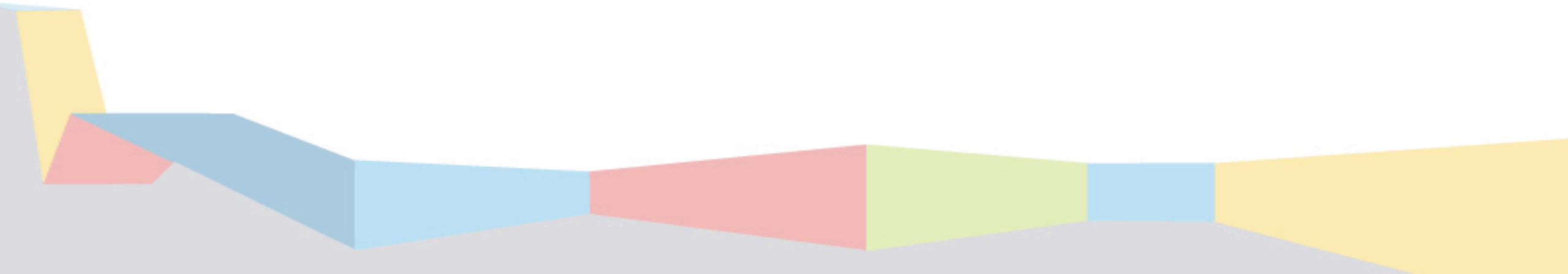
## Proposed Enhancements:

- Improved application/checklist for potential partners
- Non-negotiable full implementation of KCPS Curriculum
- Five-week summer school
- All Pre/Post Test administered online



# Human Capital Management

Student-centered, Customer-friendly, Consistent High Standards





# Staffing Update

Vital Statistics		
	2014-2015	2015-2016
Total # of Teacher Applicants	872	989
Total # of new teacher hires	238	180
Total # of elementary hires	109	78
Total # of secondary hires	71	59
Total # of classified staff hires	333	196
Total # of new Principal hires	6	10

# Staffing Update

## School-based staff

Classroom Teacher Positions	# of new hires		Classroom Teacher Positions	# of new hires
Elementary	78		Art	5
Secondary	59		PE	5
Special Education K-12 (teachers, therapists, coordinators, etc.)	32		Reading	2
ESOL (K-12)	2		Drama/Speech	1
Librarians (K-12)	3		Chinese	1
Counselors (K-12)	6		Music	4
CTE	3		Spanish	3
ELA	9		French	1
Science	8		FACS	1
Math	8		Teaching Coaches	2
Social Studies	8			

# Staffing Update

## Student/Teacher Demographic

	Caucasian	African-American	Hispanic	Asian Pacific	American Indian	Multi-racial/ Unknown
Student Demographics	8.8% (1423)	57.8% (9368)	27.6% (4477)	4.1% (657)	0	1.5% (240)
Classroom Teacher Demographics	63.29% (657)	27.46% (285)	6.55% (68)	2.22% (23)	.39% (4)	.10% (1)

# Staffing Update

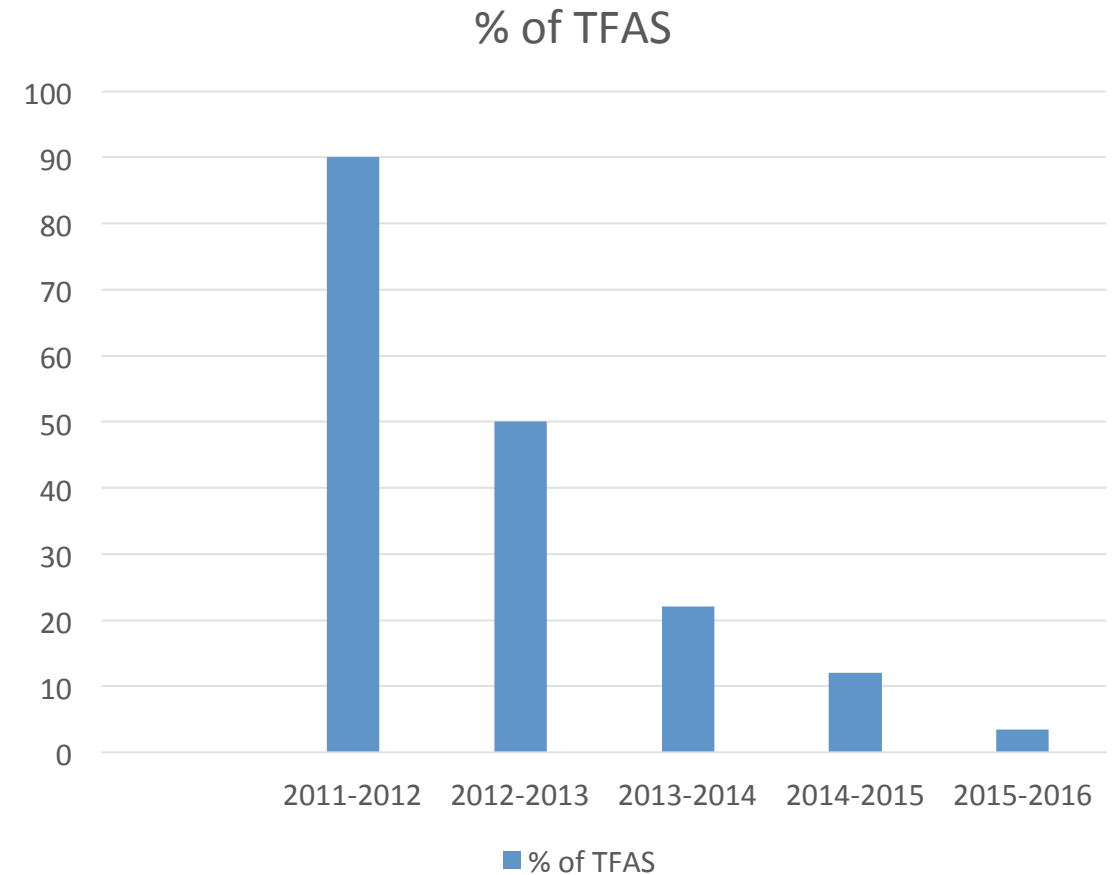
	Retirement eligible employees (5 Year Projections: by Sept. 1 of each year)					
Currently eligible	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	Total
418	64	64	61	73	76	756
Classroom Teachers						
260	37	32	26	25	32	412

# Teach for America

## Historical Data

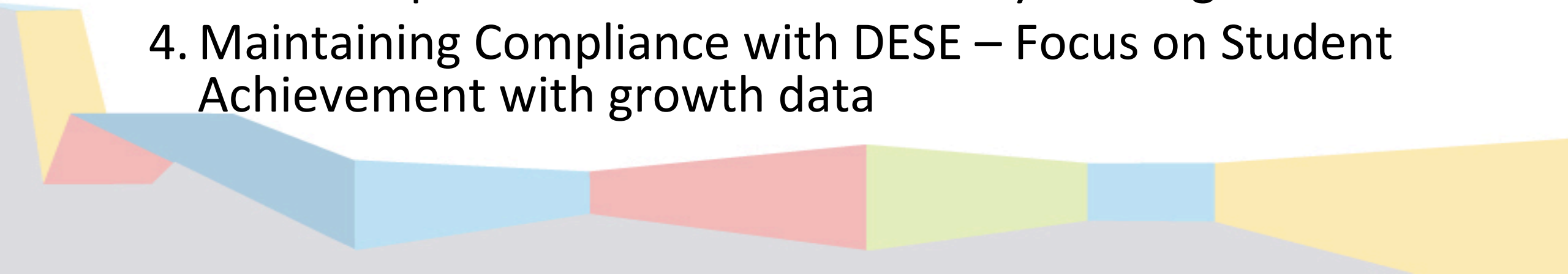
2011-2012	2012- 2013	2013-2014	2014-2015	2015-2016
147 TFAs	83 TFAs	45 TFAs	29 TFAs	6 TFAs
163 New hires	166 New hires	208 New hires	238 New hires	180 New hires
90.1%	50%	22%	12%	3.5%

## % of New Hires TFA



# KCPS Teacher Evaluation Process

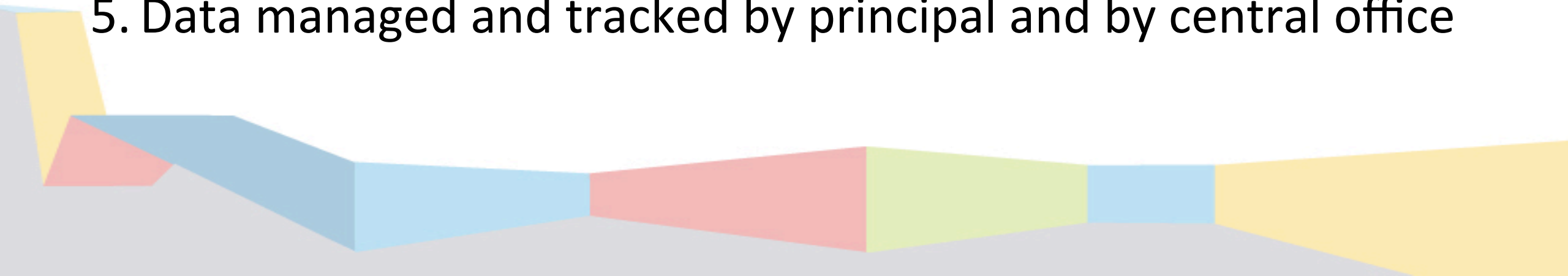
Goal: To ensure accuracy and consistency in the process

1. Implementation support provided by Dr. Mary Laffey, Monica Landess and Lewis Gowin
  2. Meeting with each principal on site to review the process
  3. Using MOST (Missouri Observation Simulation Tool) videos to provide inter-rater reliability training
  4. Maintaining Compliance with DESE – Focus on Student Achievement with growth data
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

# Using OASYS Management Program

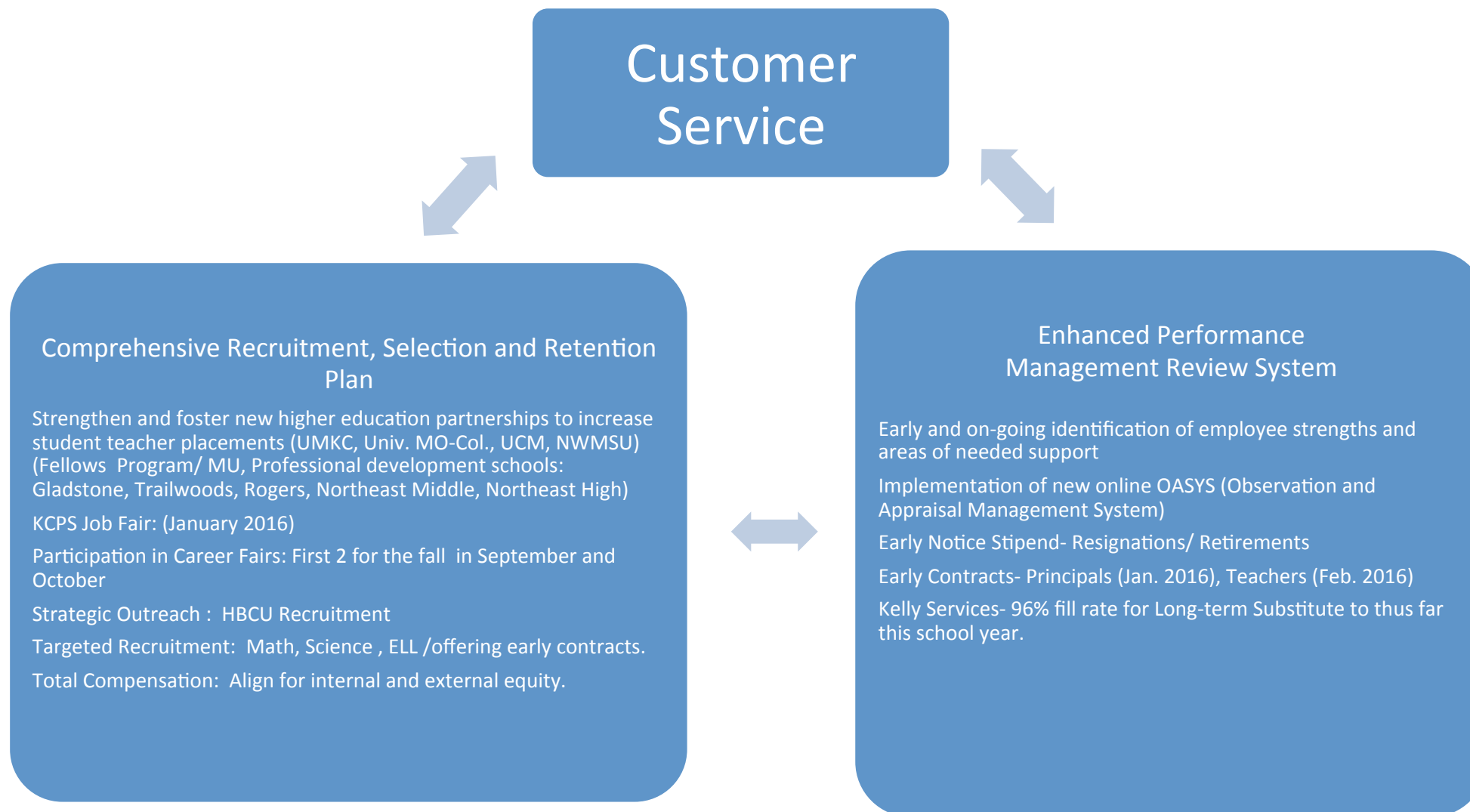
## Observation and Appraisal Management System

1. Dashboard for each teacher and administrator to show where they are in the process.
2. All walk through data will be collected electronically.
3. Classroom observations and walk-throughs can be scheduled via an online process.
4. Documents maintained in an electronic teacher portfolio.
5. Data managed and tracked by principal and by central office



# Personnel Standards – 4.9

The Superintendent shall neither cause nor allow the district to employ staff that cannot advance the district toward its Board-Adopted Ends objective





# Questions?

# RSIT Breakout Discussion

# Feedback/Requests

# Monthly Meeting Date

