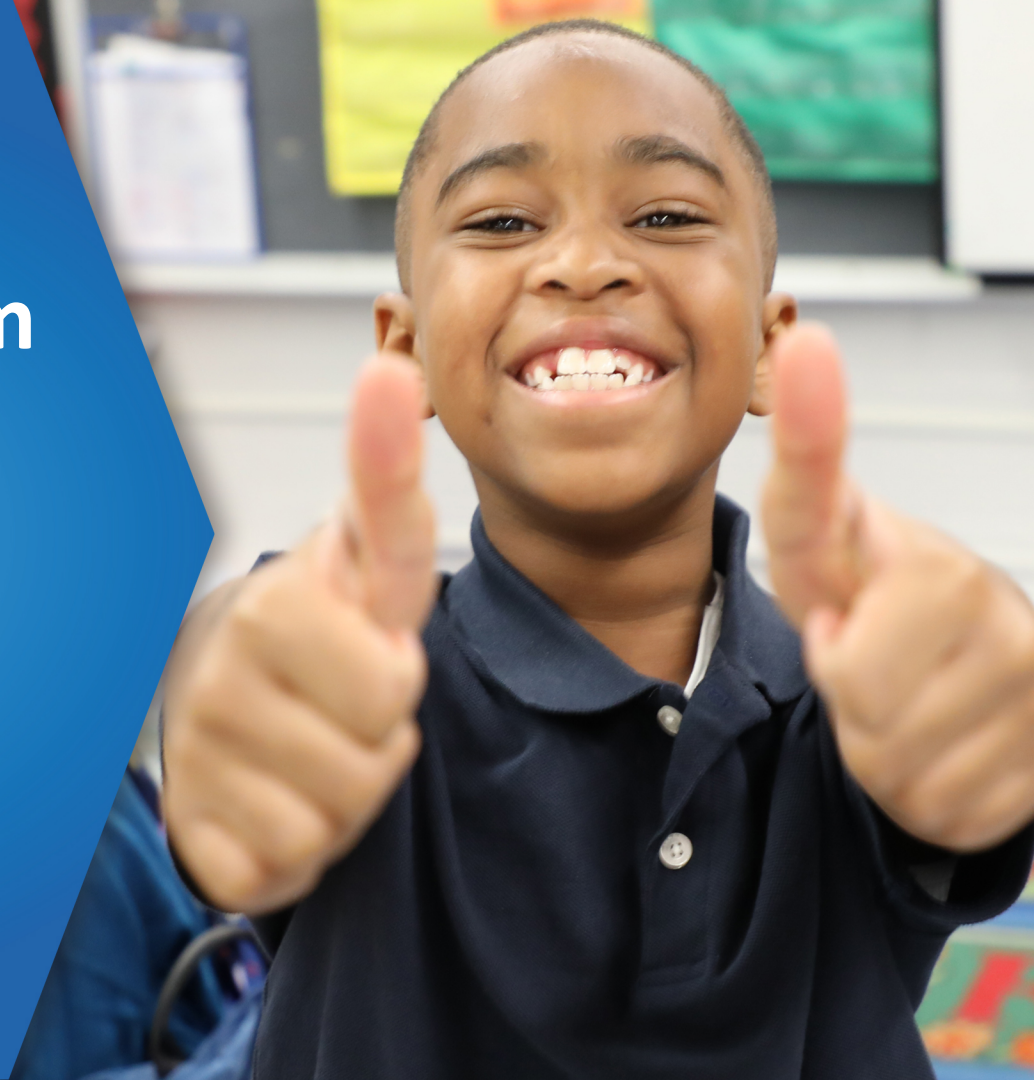


# Regional School Improvement Team (RSIT)

September 3, 2020

KANSAS CITY

PUBLIC SCHOOLS



1. District's Plan to ensure all students participate and receive meaningful Interaction with Teachers

Department of School  
Leadership

# Ensuring All Students Participate

- District staff contacted parents to survey regarding their instructional option for their student (~12,000)
- Students were placed in the option chosen (Virtual Academy or Distance Learning)
- All students were provided with devices
- Device pick-up took place August 24th – September 4th



# Ensuring All Students Participate

- On the first week of student return, all schools will complete a tracking form: logging in and submitting assignment
- Students will be immediately contacted by school personnel and Student Support Services personnel if they have not logged on
- After three days of not logging on and the inability to contact parents, a home visit will be conducted by the school personnel, Office of Student Support Services, or Dropout Prevention Team







# Teacher Expectations

## Distance Learning Teacher Workday

*\*The instructional minutes per day must meet the minimum required and approved by DESE under the alternative instructional models for SY20-21*

Teacher workday will be a 7-hour workday. Teacher workday schedule is based on the needs of the students they serve. For example, high school students may not be best recommended to start virtually at 7:20 am. Schools reserve the right to provide a more flexible schedule to garner the best participation of students. Therefore, the daily schedule is flexible and will be agreed upon by administration and building leadership team.

1. 1-hour uninterrupted plan time
2. 1-hour duty-free lunch
3. 30 minutes- PLC
4. 30 minutes – Office hours

**Daily synchronous whole group instruction will follow the following guidelines:**

### Elementary Daily Breakdown:

1. 105 Minutes Synchronous (Live, w/the teacher via video conferencing) (Whole Group – all students)
2. 135 Minutes Synchronous (Live, w/the teacher via video conferencing) (Small Group intervention based upon data)





# Teacher Expectations



Action/Plan	Open for business as usual	Blended Learning	Virtual Learning
Classroom layout/supplies	Set up classroom following social distancing guidelines. Establish routines for sanitizing hands entering and leaving classrooms. Establish routines for clean-up especially high-touch areas in the classroom (cleaning items, hand sanitizer). Establish classroom procedures for the distribution and use of supplies in the classroom. Consider individually stocked supply boxes, assigned to each student (E). Students carry daily supplies in backpacks (S). Flexible seating should only be utilized if the same student will use the seating throughout the day. It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation.	Maintain spacing for reduced size of student groups. Follow routines for clean-up especially high-touch areas in the classroom using district provided supplies. Establish procedures for distribution and use of individual student supplies in the classroom setting. Determine an at home school supply list for each grade level for at home instructional use. Procedures for technology usage should be in place for use in the classroom and at home (device and hotspot if needed). Follows the building procedures for the "take home" and utilization of student devices. Flexible seating should only be utilized if the same student will use the seating throughout the day. It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation.	Schools must establish a procedure for distribution of student supplies to families for students to be able to work from home. All students must have technology (device and hotspot if needed). Supplies could include: workbooks, books, notebooks, pencils, crayons, glue sticks, packets, etc (can be based on school supply list as needed). All reading resources will be in book format and digital format. Teachers should utilize all digital apps that have been supplied by the district. Guidelines for length of instruction, amount of times required for teacher and student meetings, etc. will be established by the district.
Community building	Daily community building with homeroom teacher. Daily student check-in with teacher as entering the classroom.	Daily community check-ins in-person or via chosen district virtual platform with homeroom teacher, students in the classroom and student learning from home.	Daily community check-ins via Zoom/Teams with a teacher suggested: 20-30 minutes. Virtual temperature checks via a google form (teacher can check these and reach out to students as needed)
Lessons	Daily lessons as usual, following the district curriculum. Utilize workshop structure for lessons to ensure adequate time for small group instruction and remediation needed to support learning loss. Beginning of the day/hour: breakfast in the classrooms (E), morning Do Now after breakfast in Google Classrooms(E); (S) First 3-5 minutes of the hour, work on a Do Now. We need to have at least one activity on Google Classroom per day.	At the building - Use district provided curriculum. Utilize the workshop model. Whole Group-Students in their seats. Small group- students in seats. Centers- One per student. Task Menu-No activities where students have to work together in person. Utilize a virtual platform for any collaborative work. Virtual Learning (A-B Day schedule) - Follow up lessons from previous days of in school learning either on their device or something the teacher has sent home with them. Virtual Learning (at home model)- Students join a video conference.	Elementary for departmentalized, non-departmentalized and encore (still need input for SPED and middle/secondary). <a href="#">Link to weekly overview for subject areas and encore schedule</a> Evidence of Learning: K-2 taking pictures of their work and uploading to seesaw 3-6: Short quiz Exit tickets Short video (via flipgrid for example) Add short sticky note thoughts to <a href="#">Seesaw</a>
Platform	K-2 Seesaw 3-12 Google Classroom	K-2 Seesaw 3-12 Google Classroom	K-2 Seesaw 3-12 Google Classroom (encore has their own classroom where their assignments are grouped together)



# Questions and Answers



## 2. 2020 Summer School Report

**Dr. Christy Harrison**  
Director of College Access



- Quest is a digital summer experience for students entering grades K-12.
- **Quest is designed to allow students flexible learning opportunities to engage in curriculum at their own pace with personalized learning experiences.**
- Courses will be offered at every grade level and credit will be awarded at grades 9-12.





- Session1: June 1-June 26
- Session 2: July 6-24 (Secondary)
- Online applications enrollment extended to May 29
- Second Session Enrollment Opens June 8-June 19

# Enrollment

	<u>SS19</u>	<u>SS20</u>
Enrolled	5556	3429
No Show	480	680
Attending	5076	2749
Total Hrs	408,990	397,124



# Incentives

## Weekly Gift Card Drawings

- Students were entered into a weekly drawing for a \$35 gift card for completing all assignments.

One card per grade level was drawn.



## Nintendo Switch Bundle

- Students who completed all of summer school were entered into a drawing to earn one of two Nintendo Switch Bundles with a game.



# Summer School Virtual Hubs

Neighborhood School Zone	Summer School Sites Virtual Hub	Principal
Garcia, Phillips, Garfield	Garcia	Jacqueline Tanner
Gladstone, James, Whittier	Gladstone	Kelly Coble
Faxon, Longfellow	Longfellow	Bryan Hart
Hale Cook, Hartman, AC Prep Lower	Hartman	Stacy Moore
Melcher, King, Pitcher, <u>Knotts</u>	Melcher	Lakeisha Paul
Wheatley, Rogers, <u>Trailwoods</u>	Rogers	Chad Kinkade
Banneker(Not Enrolled in Banneker Currently), <u>Troost</u>	Troost	Gwendolyn Litzsey
FLA, Carver	Carver	Debra Lainez
NEM, CMS, Lincoln Middle, Paseo Middle, AC Prep Middle	Central Middle	Kyle Fuchs
Central HS, Southeast HS	Southeast	Shanelle Smith
East HS, Northeast HS	East	Bryan Vanosdale
Lincoln, Paseo	Lincoln College Prep	Geoffrey Tallboy
Early College Academy,	Penn Valley	Pamela Pearson
Middle College	Penn Valley	Annette McDonald
Success Academy Anderson/Missouri Option	Anderson @ SEHS	Lejuan Johnson

# Virtual Professional Development

All Teachers District Google  
Classroom:  
May 22-May 28

Principal Staff Meetings:  
May 27 10:00 am

## Summer School PD

Kindergarten - 2<sup>nd</sup> Grade

Once this topic is completed, submit using the "turn in" button in the upper right-hand corner.  
Reach out to your summer school principal if you have any questions.

*"Please remember all correspondence will be sent to your @KCMSD.NET Gmail account"*

<b>Step 1: Privacy Policy</b> <ol style="list-style-type: none"><li>1. Read the KCPS Technology Usage Privacy Policy.</li><li>2. Complete the Google Form to Acknowledge the Policy.</li><li>3. Post the Privacy Policy in your Google Classroom or <a href="#">SeeSaw</a>.</li></ol>	<b>Document</b> <a href="#">Technology Usage Privacy Policy</a>	<b>Question/Task</b> <ol style="list-style-type: none"><li>1. Complete <a href="#">Privacy Policy Google Form</a></li><li>2. <u>Post</u> the Privacy Policy in your Google Classroom or <a href="#">SeeSaw</a> as an announcement.</li></ol>
<b>Step 2: Attendance</b> <ol style="list-style-type: none"><li>1. Read the KCPS Attendance Protocol</li><li>2. Complete the question to the far right.</li></ol>	<b>Video</b> <a href="#">KCPS Attendance Protocol</a>	<b>Question/Task</b> <ol style="list-style-type: none"><li>1. After reading the KCPS Attendance Protocol, how many times will you take attendance for each student?</li></ol>
<b>Step 3: Summer School Expectations</b> <ol style="list-style-type: none"><li>1. Meeting with students</li><li>2. Posting assignments</li><li>3. Scoring/reviewing work</li><li>4. Documenting student work and student completion.</li><li>5. Student/Parent contact to access Summer School Classroom</li></ol>	<b>Slides</b> <a href="#">Teacher Expectations</a>	<b>Question/Task</b> <ol style="list-style-type: none"><li>1. How many hours per day is the teacher workday during summer school?</li><li>2. How many times are teachers expected to meet virtually with each student in class (whole group, small group, 1:1)?</li><li>3. Describe your role in</li></ol>



# Curriculum Overview

- Teachers assigned pre-created lessons and mini lesson videos through digital platforms that targeted specific skills and concepts within identified standards.
- Teachers met virtually with students to address misconceptions in students work, support, reteach, extra practice with concepts, or extension in small groups.
- Flexibility was the KEY!





# Elementary Curriculum

## Quest curriculum lessons in Math, Science, ELA and Social Studies

- focused on mastery of selected high leverage grade level standards from the student's previous grade level. (ex. Student rolling into 6<sup>th</sup> grade for summer school will be focused on mastering selected 5<sup>th</sup> grade standards.
- Example: summer school 5<sup>th</sup> grade science standards scored low during the school year, these standards were selected for reteaching and practicing the concepts within the standards for mastery to close gaps better prepare students for the 6<sup>th</sup> grade physical science standards

	<b>NE.B.7b:</b> Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.	<b>NE.B.7c:</b> Calculate and interpret the product of two fractions less than one.
	<a href="#">Instructional Mini-Lesson Video Link</a>	<a href="#">Instructional Mini-Lesson Video Link</a>
	<b>EnVision 2.0 Problem-Solving Reading Activity 8.2</b> <b>EnVision 2.0 Practice 8.2</b>	<b>EnVision 2.0 Reteach to Build Understanding 8.5</b> <b>EnVision 2.0 Quick Check 8.5</b>
	<b>Additional Directions:</b> Please assign both activities for online access.	<b>Additional Directions:</b>
Science	<b>Standard:</b> <b>5.PS1.A.2</b> Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	<b>Standard:</b> <b>5.PS1.A.2</b> Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
	<a href="#">Instructional Mini-Lesson Video Link</a> <a href="#">Conservation of Matter Slide Show/Demo</a>	<a href="#">Instructional Mini-Lesson Video Link</a> <a href="#">Prove It</a>
	<b>Assignment/Task:</b> <a href="#">Matter, Matter, Matter</a>	<b>Assignment/Task:</b> <a href="#">Prove It Assignment</a>





# Middle School Curriculum

## Introduction to Middle School Curriculum and Passion Projects

- Summer School will be focused on exposing students to incoming grade level standards that are typically low scoring on assessments. This will give students an introduction and prior understanding of the standards to prepare students for the incoming school year.
- Middle school students will also complete a Passion Project for further practice in researching and writing.
- Example: 8<sup>th</sup> grade math

ELA	
Lesson & Assignment 1	Lesson & Assignment 2
<b>Learning Target:</b> I can evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>Learning Target:</b> I can evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Instructional Mini-Lesson Video Link: <a href="#">Evaluate a topic: Practice</a>	Instructional Mini-Lesson Video Link: <a href="#">Evaluate a text: Claim Reason Evidence</a>
<b>Assignment/Task:</b> <a href="#">Checklist Week 3 Lesson 1</a>	<b>Assignment/Task:</b> <a href="#">Checklist Week 3 Lesson 2</a>
<b>Additional Directions:</b> <a href="#">General Information</a>	<b>Additional Directions:</b> <a href="#">General Information</a>
Math	
Lesson & Assignment 1	Lesson & Assignment 2
<b>Learning Target:</b> I can solve two step equations in one variable using inverse operations to determine the number of solutions an equation has.	<b>Learning Target:</b> I can write a linear equation to represent a real world situation in one variable and solve.
Instructional Mini-Lesson Video Link: <a href="https://youtu.be/D_eAPlgNko4">https://youtu.be/D_eAPlgNko4</a>	Instructional Mini-Lesson Video Link: <a href="https://youtu.be/f7EXoLdrMs">https://youtu.be/f7EXoLdrMs</a>
<b>Assignment/Task:</b>	<b>Assignment/Task:</b>

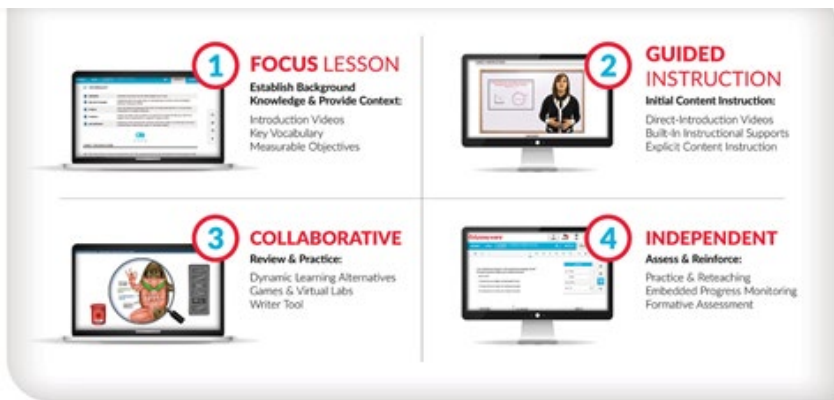
8th Grade Math, Student Task 5	8th Grade Math, Student Task 6
<b>Additional Directions:</b> Answer key Task 1: One solution Infinite solution One solution No solutions	<b>Additional Directions:</b> Answer key: Answers will vary



# High School Curriculum



- Odysseyware Courses for original credit and credit recovery.
  - Recover to get back on track
  - Free up space for advanced course work
- ELL Courses
- Middle College
- MO Option
- Early College Academy





# Questions and Answers



### 3. Plan to Address Learning Loss/ Student Deficits

**Dr. Michelle Fitzgerald**

**Assistant Superintendent CIPD**

# Addressing Student Deficits

- Use data from diagnostic, interim, and formative assessments to gauge students' level of understanding and mastery. Teachers will utilize daily pulse checks to monitor and drive instruction.
- Design synchronous learning opportunities for whole group and intentional small group – which student, which standard, which strategy.
- Design asynchronous learning opportunities for students to set learning or reinforce learning (Google Classroom, Seesaw, Odysseyware).
- Some teachers may offer tutoring and additional opportunities for students to learn needed skills

# Addressing Student Deficits

- Provide additional opportunities for students with reading and math deficits to utilize free online learning platforms like Khan Academy.
- Student schedules will be fluid in order to provide the right support for each student. Support reading / math classes may have to take place throughout the day.
- Utilize every available opportunity to increase instructional time for core subjects. Core classroom teachers may have to work with students during their elective classes when applicable.

# Monday

Teacher - Led (Synchronous)		On-line (Asynchronous)	
<p>Learning Target</p> <p>What do we want students to know and be able to do?</p>			
<p>Check for Understanding</p> <p>How will you know students have learned it?</p>			
<p>Lesson</p> <p>How will students learn it?</p>			
<p>Small Groups</p>		<p>Online Resources / Digital Tools</p> <p><a href="#">Suggested Digital Tools</a></p>	
<p>Collaborative Tasks/ Stations</p>			



# Adjusted Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
Phys Ed	Math Support	Math Support	Phys Ed	Math Support
Science	Science	Science	Science	Science
History	History	History	History	History

- Student is struggling in Algebra 1 and receives additional support by reducing time spent in non-core class.
- Math interventionist and math teacher partner to provide additional time focused on moving student toward mastery and meeting created learning goals.
- Time spent in physical education class is limited until math goal is met. Physical education teacher creates learning plan so that student still receives a grade.



# Questions and Answers



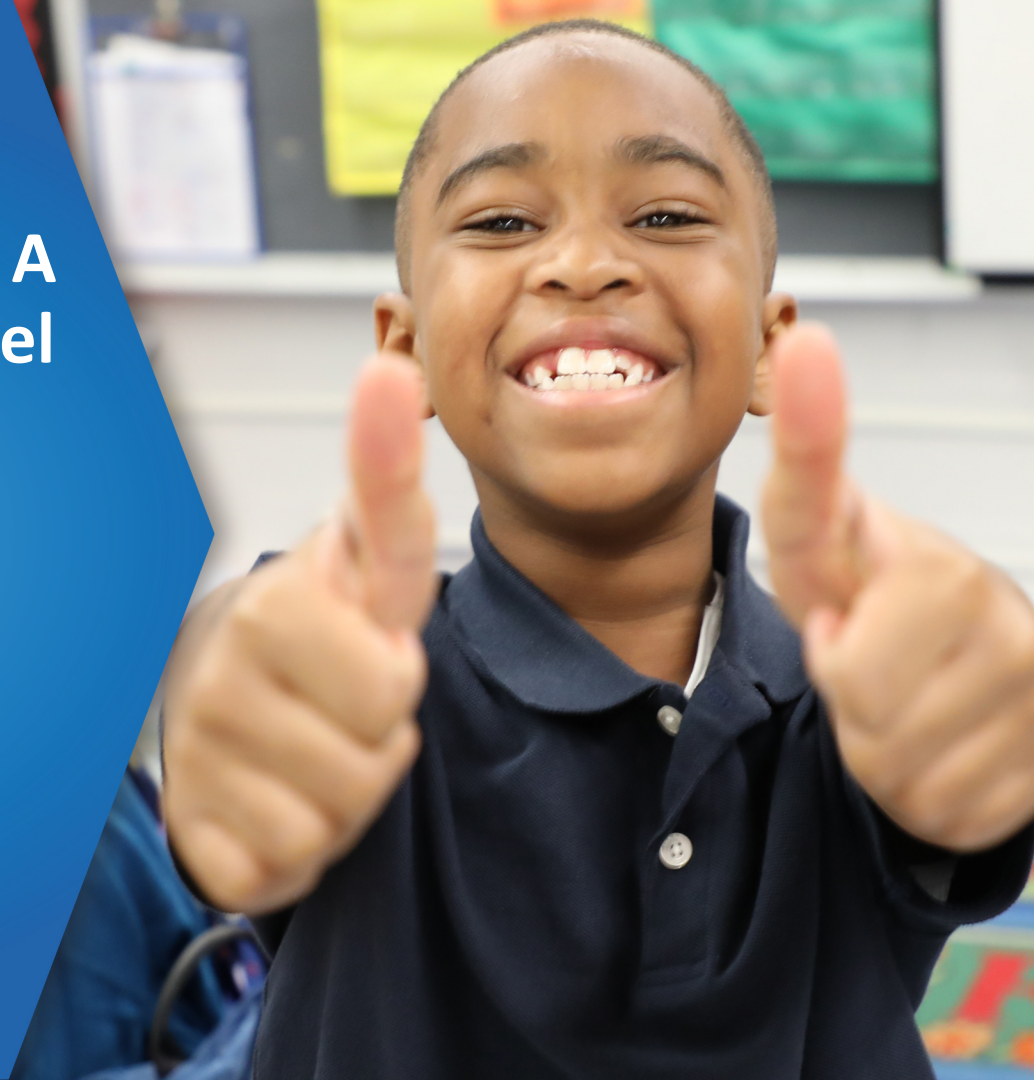


# Meeting the Social and Emotional Needs of Students Using A Telehealth Delivery Model

Dr. Lateshia Woodley  
Executive Director  
Student Support Services

KANSAS CITY

PUBLIC SCHOOLS



# Wellness Checks

## Whole Child Wellness Checks


- Counselors and School team Check-ins
- Clinicians Referrals for students with "no-contact"
- No Contact Wellness Checks
- Community Collaborations



# Social & Emotional Supports


## Student & Family Supports

- Support Hotlines
- Tele-Health Implementation
- Plaza Program Virtual Family Support Meetings
- Collaborations with Students In Transition, SPED, ELL




***WE ARE KCPS!***

***WE ARE HERE TO HELP!***



Please give us a call  
if you need anything.



Call our School Clinician: Mon-Fri | 9 a.m. to 3 p.m.  
Kenya Hicks (816) 533-6922

# Social & Emotional Supports KCPS Staff

- Mindful Mondays
- Tuesdays & Thursdays Yoga
- Wellness Wednesdays  
CCR Circle of Support Meeting
- Stress Free Fridays Box-Out
- Employee Assistance Program (EAP)

CENTER FOR CONFLICT RESOLUTION

## VIRTUAL KCPS CIRCLE PROCESSES

WEDNESDAYS  
8-8:45 AM CST

**CCR** **Wednesdays** KANSAS CITY PUBLIC SCHOOLS

Center for Conflict Resolution is excited to offer KCPS educators and staff virtual circle processes, or a space to support and talk with others about what's going on in their virtual classrooms, schools, communities and lives.

We want to provide a space where we are able to process the effects of this pandemic together. We're excited to offer these circles of facilitated group conversations online so we can build and strengthen our school communities even in this time of physically distancing ourselves.

To join any of these virtual conversations, click here:  
<https://zoom.us/j/945580813>

[Click here to read more about virtual community conversations and each topic...](#)





# What is Tele-Health

## Tele-Health Defined by the US Department of Health and Human Services

"The use of electronic information and telecommunication technologies to support long-distance clinical health care, patient and professional health-related education, public health and health administration."



# Tele-health Research

## DISTANCE THERAPY BENEFITS WITH CHILDREN

- Personal:
- Less self-consciousness
- Increased personal space
- Decreased privacy concerns:
- Clinical
  - Bridges the gap between specialist supply and demand
  - Schools and primary care offices may reduce perceived stigma
  - School-based mental health services improve attendance.

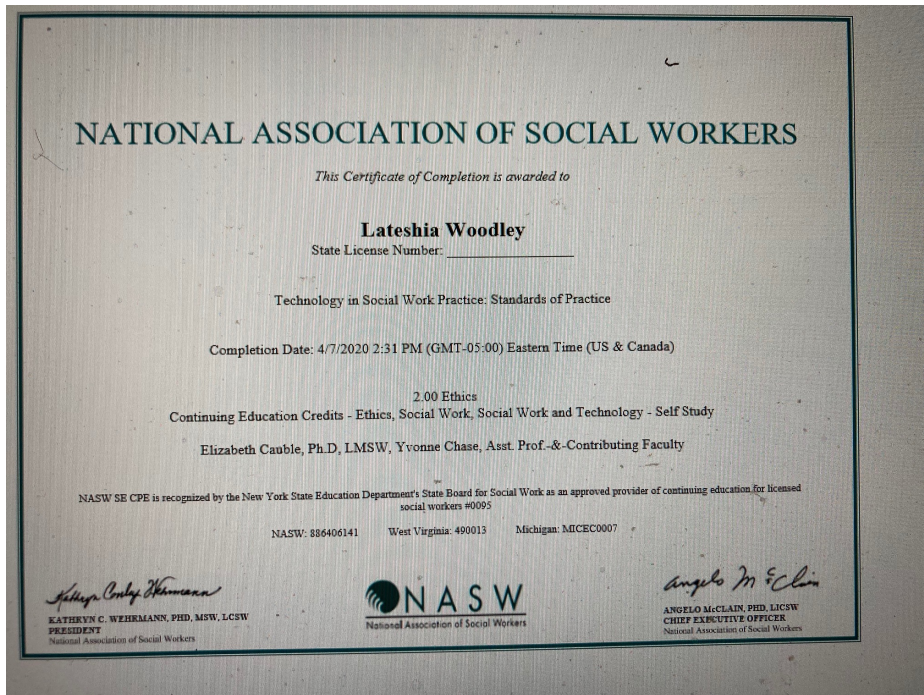
## EFFECTIVENESS RESEARCH 15-25 YEARS OLD

Research Objective: Access Text Based Online Counseling services, their motivations for access, and their perceptions about factors believed to influence effectiveness.

- There was an increased sense of safety from negative perceptions of social skills and due to counselor response.
- Counselor's interpersonal skills increased effectiveness.
- Text-based communications were favored.



# Tele-Health Training





# Families Served April 1 – June 30

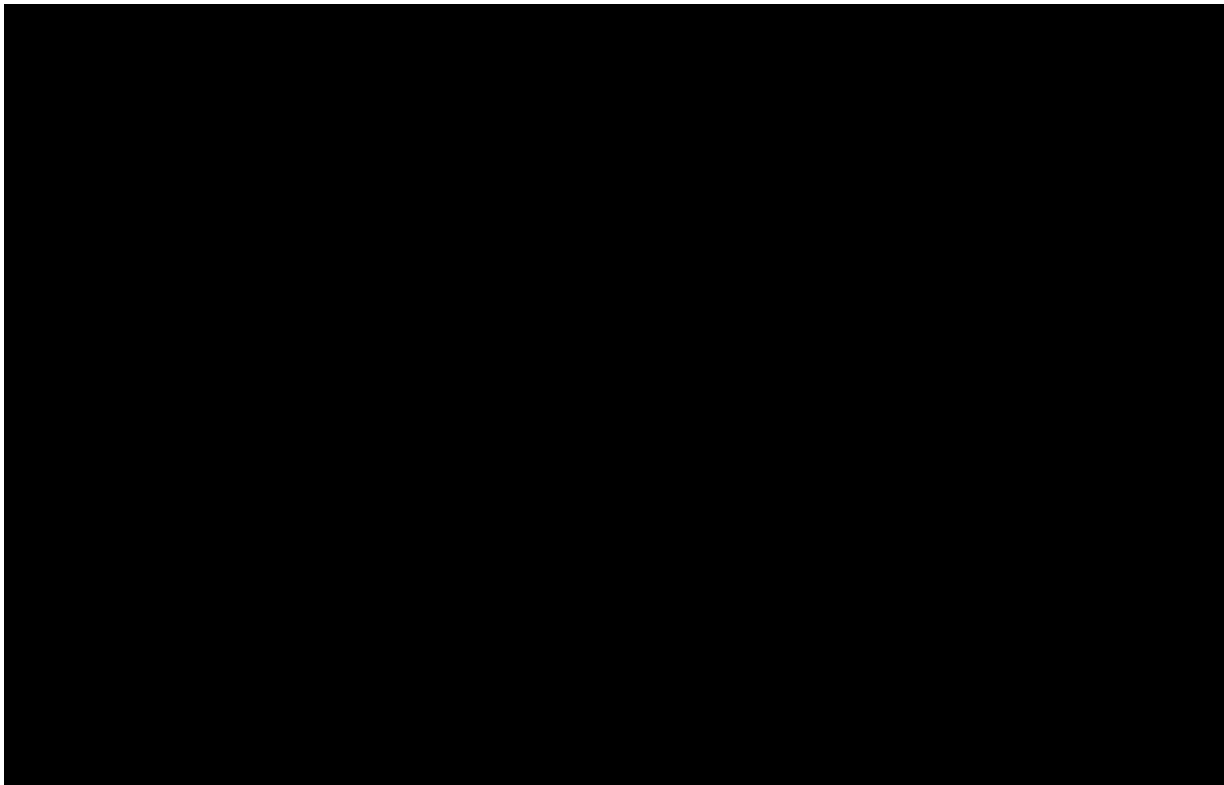
**Total Served 4683**  
**New 1125**

- Crisis 99
- Housing 31
- Criminal Justice 14
- Immigration Assistance 5

<div>  </div>		
<div> <b>Kansas City Public Schools Trauma Sensitive Clinical Team</b>  <b>Sr. Clinician: Trauma Alexander (816) 725-1555</b> </div>		
Elementary School	School Clinician	Contact Number
African Centered	Angelique Tembo	(816) 309-6855
Benjamin Franklin	Alicia Smith	(816) 473-9081
Border Star Montessori	Malena Binger	(816) 352-4000
Faxon	Dorothy Patterson	(816) 668-7261
Foreign Language Academy	Cindy Garcia	(816) 385-3146
Garfield	Christina Kohn	(816) 929-9147
George Melcher	Candice Wise	(816) 301-1557
George Washington Carver	Cindy Garcia	(816) 385-3146
Gladstone	Jackson Douglas	(816) 725-1354
Hale Cook	Jackson Douglas	(816) 725-1354
Harold Winiford Sr. Montessori	Malena Binger	(816) 352-4000
J.A. Rogers	Malena Binger	(816) 352-4000
James	Cindy Garcia	(816) 385-3146
John T. Hartman	Kenya Hicks	(816) 533-6922
Longfellow	Dorothy Patterson	(816) 668-7261
Martin Luther King Jr.	Zandra Winfield	(816) 725-1357
Phillis Wheatley	Jackson Douglas	(816) 725-1354
Pitche	Candice Wise	(816) 301-1557
Primitive Garcia	Christina Kohn	(816) 929-9147
Success at Krollis	Shanetta Cooper	(816) 406-1080
Trailblazers	Christina Kohn	(816) 929-9147
Troost	Chris Nolan	(816) 646-9733
Wendell Phillips	Kelly Ewing	(816) 646-9624
Whittier	Malena Binger	(816) 352-4000
Middle School Sites	School Clinician	Contact Number
Central Middle	Cortney Ray	(816) 343-9441
Lincoln Middle	Cheryl Bruner	(816) 646-9843
Northeast Middle	Cristina Marquez	(816) 522-1863
Paseo Middle	Zandra Winfield	(816) 725-1357
High School Sites	School Clinician	Contact Number
East High	Mackenzie Even	(816) 226-8096
Central High	Jeff Dayton	(816) 645-0121
Lincoln High	Cheryl Bruner	(816) 646-9843
Northeast High	Cristina Marquez	(816) 522-1863
Paseo High	Zandra Winfield	(816) 725-1355
Southeast High	Angelique Tembo	(816) 309-6855
Success at Anderson	Kristen Due	(816) 725-1356

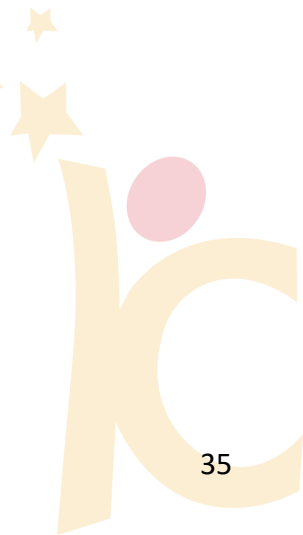


# Hipaa Compliant Platform



# Next Step in Tele-Health Implementation

School-based  
Telehealth program



# Questions and Answers



# 5. Comprehensive School Improvement Plan

**Mr. David Rand**

**Executive Director Research and  
Accountability**

**Dr. Lloyd Jackson**

**Assistant Superintendent of School  
Leadership**



# Focus on Data and Professional Development

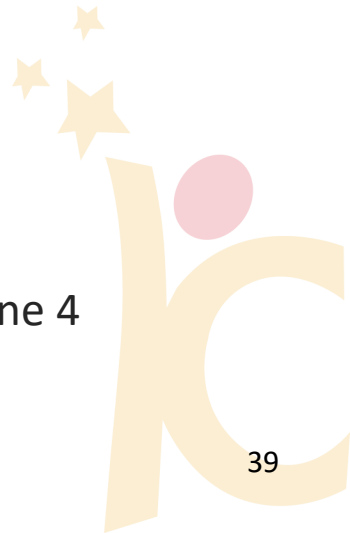
- Targeted use of data (online engagement, assignment completion, etc.)
- Individual school assignments for Research and Accountability staff (data teams)
- Integrating 4th quarter standards into next school year
- Continued professional development around learning in a distance or hybrid model





# Assessment *for* Learning

- i-Ready Diagnostic (K-9th Grade)
  - Reading and Math
  - Fall - September 21-October 2 (1st-9th only)
  - Winter – January 5-15 (K-8 and Tier 3 9th)
  - Spring – April 20-30 (K-8 and Tier 3 9th)
- District Interim Assessments (K-12th Grade)
  - Reading, Math, Science and Social Studies
  - November 2-6, January 25-29, March 22-26
- ELL and Dyslexia Screening
  - ELL September 8-18, Dyslexia September 8-25, January 19-29, May 17-June 4
- Ongoing Formative Assessment



# Assessment of Learning

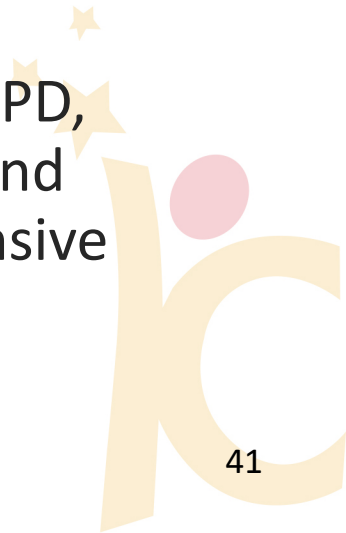
- WIDA ACCESS
  - ELL Students Grades K-12
  - Speaking, Listening, Reading, and Writing
  - January 25-February 5
- End-of-Course (EOC)
  - English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology and Physical Science
  - Fall Window – December 1-18
  - Spring Window – May 3-28
- Missouri Assessment Program (MAP)
  - ELA and Math Grades 3-8, Science Grades 5 and 8
  - May 10-28
  - MAP-A – ELA and Math Grades 3-8 and 11, Science Grades 5, 8 and 11





## Continued Support from District

- Continued Professional Development around PLC/RTI/PST and how the three are integrated to support student learning
- Stronger Collaboration between CIPD, School Leadership, and Research and Accountability through comprehensive school walks





### Attendance



*Setting attendance goals for the campus*



### Behavior



*Are the SEL needs of students addressed*



### Curriculum



*Visits—Synchronous/Asynchronous*



### Data



*Data Consultations with schools*

**No Matter What**  
KCPS CONVOCATION 2020

# Questions and Answers





# RSIT Breakout Discussion



# Feedback/Requests



# Regional School Improvement Team



Thank you

Our Next RSIT is November 19, 2020