

# **Kansas City Public Schools and Department of Elementary and Secondary Education**

## **Regional School Improvement Team Meeting**

**Tuesday, September 18, 2012**

**KANSAS CITY**  

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**PUBLIC SCHOOLS**



# Monitoring the Superintendent's Goals

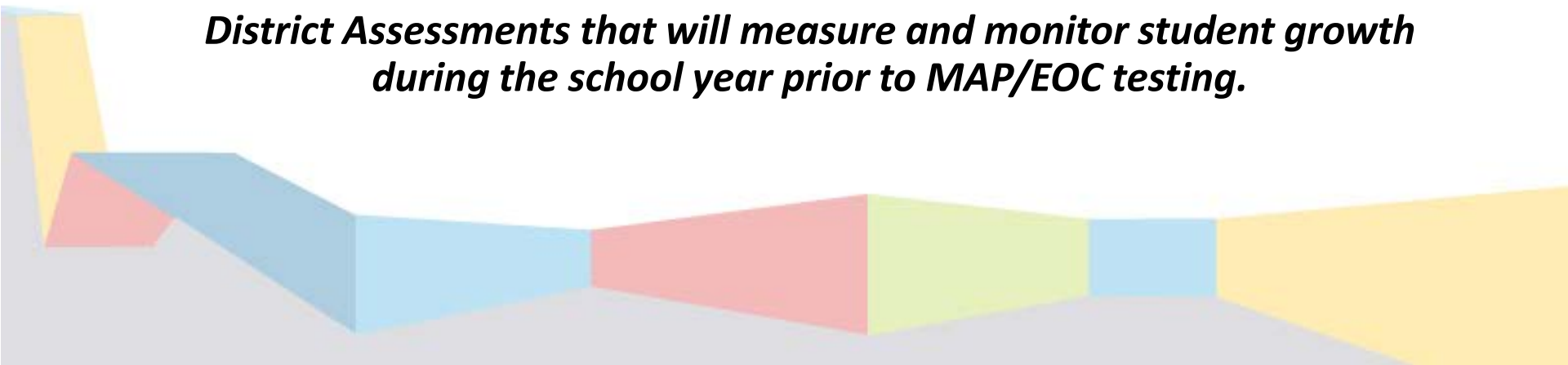


# Measuring Student Growth

## Superintendent Goal 1

Assessment	Grade	Assessment Completion Dates		
		Fall	Winter	Spring
Performance Series	7-12	9/21/2012		3/22/2013
Acuity MAP Predictor	3-6	9/26/2012	12/14/2012	2/13/2013
DRA	K-6	9/28/2012	1/25/2013	4/19/2013
Mock EOC	8-12	10/12/2012	11/16/2012	2/8/2012
Unit Assessments	K-8	As the Units are completed.		

***District Assessments that will measure and monitor student growth during the school year prior to MAP/EOC testing.***



# Measuring College and Career Readiness

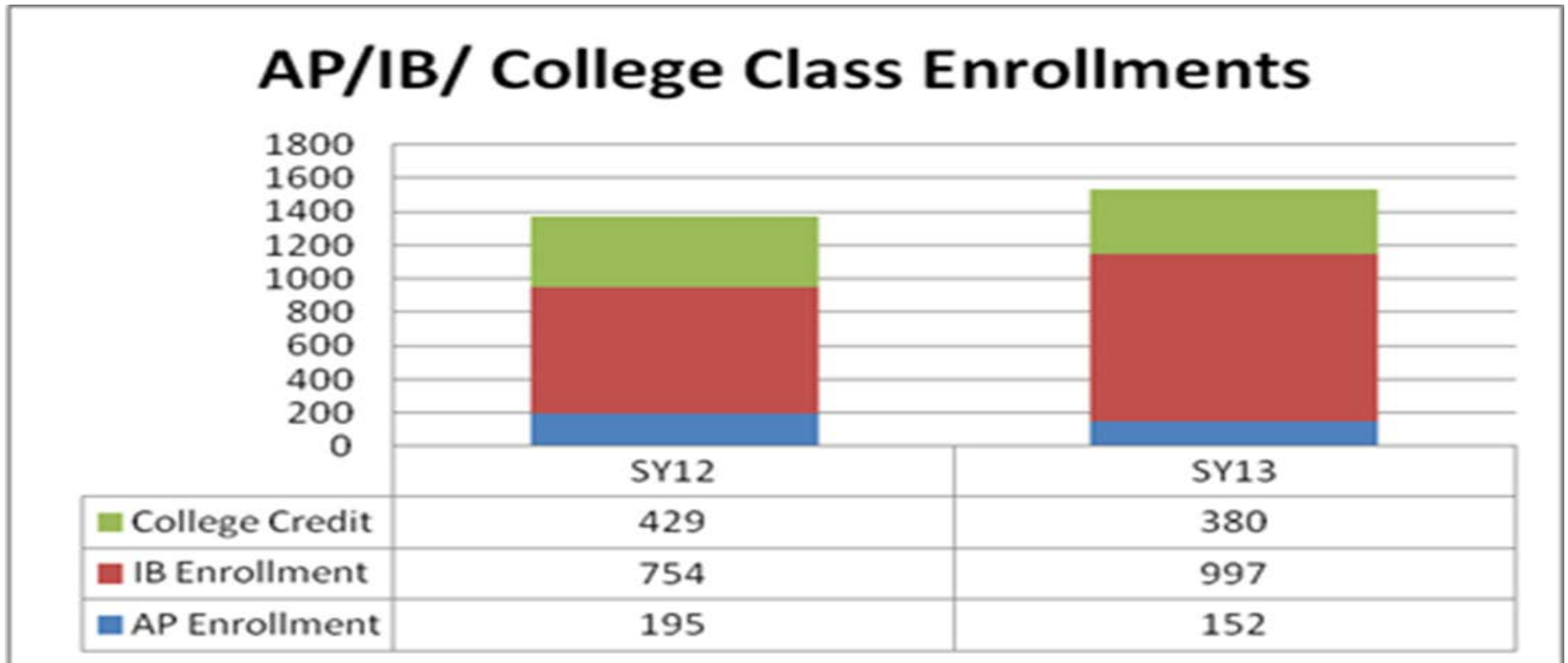
## Superintendent Goal 2

<i>Performance Measures</i>	<i>Data items to Review</i>	<i>Beginning Review Date</i>
<b>9.3 - ACT</b>	<i>Track ACT Results Monthly as ACT data becomes available.</i>	<b>30-Oct-12</b>
<b>9.4*1 - Advanced Courses</b>	<i>Compute Advanced Courses from Core Data October Course Assignment File.</i>	<b>30-Oct-12</b>
<b>9.4*2 - CTE Courses</b>	<i>Compute CTE Course Enrollments from Core Data October Course Assignment file.</i>	<b>30-Oct-12</b>
<b>9.4*3 - College Placement</b>	<i>Compute College Placement from Core Data February Graduate Follow-up file.</i>	<b>13-Feb-13</b>
<b>9.4*4 - CTE Placement</b>	<i>Compute CTE Placement from Core Data February Graduate Follow-up file.</i>	<b>13-Feb-13</b>
<b>9.5 - Graduation Rate</b>	<i>Graduation Verification Report to be produced in October and January to track senior credits. Director of Counselors will provide Quarterly Report that tracks all senior's college readiness participation beginning October 1, 2012.</i>	<b>1-Oct-12</b>

***District will meet at least four of the six College and Career Readiness Standards***



# Measuring College and Career Readiness Superintendent Goal 2



***College and Career Readiness Benchmark – Monitor and report number of students enrolled in Advanced Placement Courses, IB Courses and College Credit Courses.***

# Classroom Management & Student Behavior – Superintendent Goal 3

- Monthly reports are provided to the superintendent and building principals that include information identified by:
  - By building levels
  - By grade levels
  - By incidents

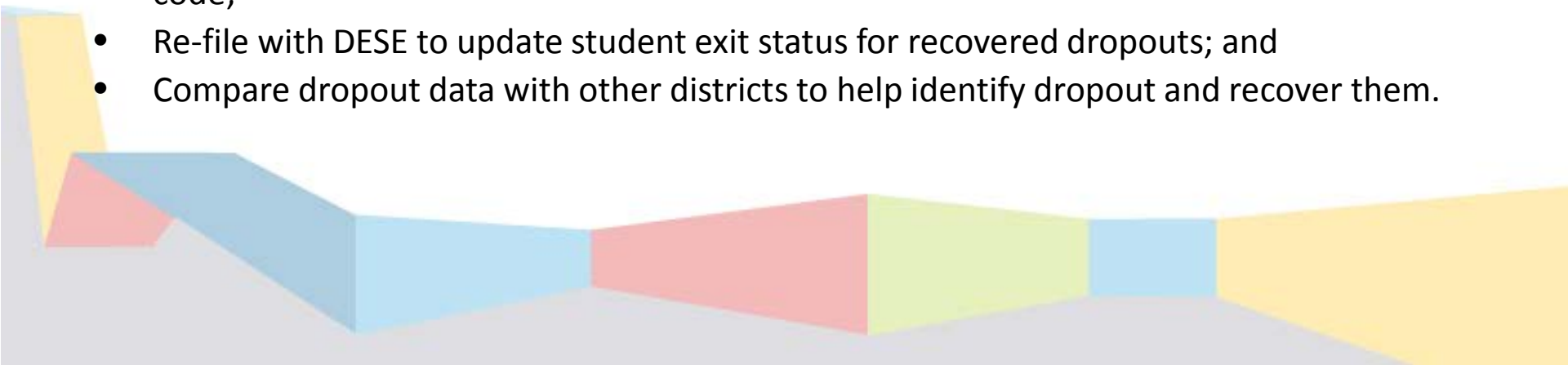


# Student Attendance and Dropout Prevention – Superintendent Goal 4

## **Attendance:**

- Daily, weekly, and monthly monitoring of attendance reports at the principal, teacher, building attendance specialist level;
- Walk-throughs and data entry;
- Working with IT to develop specific base departmental reports to monitor; and
- Training staff on Tyler system.

## **Dropout/Recovery:**

- Monthly student attendance reports to elementary and secondary schools;
  - Student mobility tracked using MOSIS number system to monitor each semester;
  - Accessing and downloading MOSIS error report - identifying students with dropout exit code;
  - Re-file with DESE to update student exit status for recovered dropouts; and
  - Compare dropout data with other districts to help identify dropout and recover them.
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# Human Capital Management

## Superintendent Goal 5

### **Increase customer service at the school level with principals:**

- Established a collaborative partnership between HCM and principals;
- Strategic business partners where we are working directly with our principals and hiring managers;

### **Increase customer service for all employees in the district:**

- Proactive approach where we provide tools for all employees so they can take ownership for their HR matters.

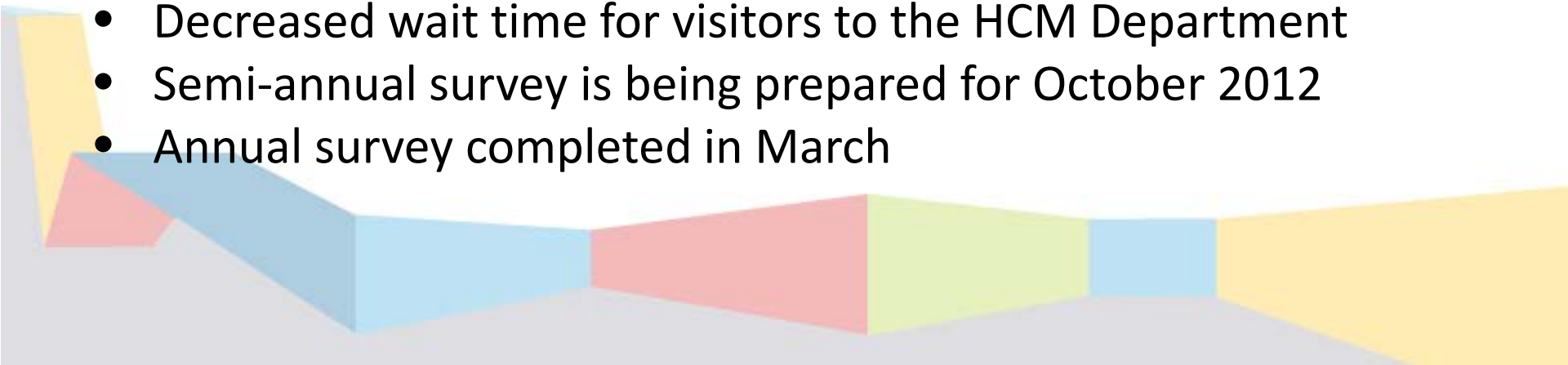





# Human Capital Management

## Superintendent Goal 5

### **HCM has demonstrated this by:**

- Manager's toolkit
  - Employee toolkit
  - Effective Hiring Practices
  - Training
  - Compliance Training
  - Annual Employee Recognition Event
  - Safe School web-based training program
  - "Open Door" customer friendly environment
  - Decreased wait time for visitors to the HCM Department
  - Semi-annual survey is being prepared for October 2012
  - Annual survey completed in March
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# Framework for Building Data Teams

- PLC facilitators from the RPDC have finished readiness assessments for focus and priority schools.
  - All schools will be completed by mid October.
  - Because of the variety of levels of implementation, facilitation for implementation will be provided one-on-one to the schools for first semester.
  - PLC facilitators will provide support to elementary focus and priority schools. District personnel will provide support to other schools.
  - District staff meeting monthly with PLC facilitators to monitor the implementation progress.
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# DATA TEAM NOTES

**STUDENT ACHIEVEMENT GOAL:**

**CELEBRATION WHEN GOAL IS ACHIEVED:**

**DATA TEAM TIMELINE**

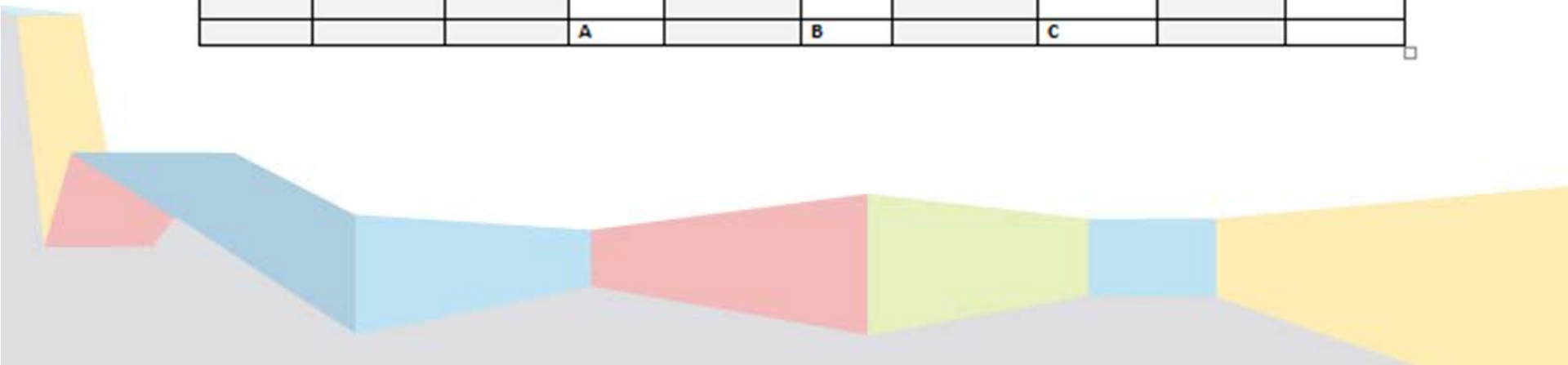
<b>Team Actions</b>	<b>Date to be Completed</b>
Unwrap the Priority Target	
Post and Pre-Assessment Created	
Pre-Assessment Administered	
Data Team 5 Steps Cycle	
Teach the Learning Target	
Administer Formative Assessment	
Data Team Steps 1 & 2 on Formative	
Post Assessment Administered	
Data Team Steps 1 & 2 on Post Assess.	

### STEP 1: PRE ASSESSMENT COLLECT AND CHART DATA

Priority Learning Target / Essential Learning Outcome: \_\_\_\_\_



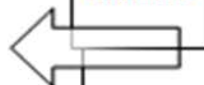
TEACHER	Number of Students	Proficient Score Range: (enter score range)	Percent Proficient	Close Score Range: (enter score range)	Percent Close	Far to Go Score Range: (enter score range)	Percent Far to Go	Intervention Score Range: (enter score range)	Percent Intervention
		Number Proficient		Number Close		Number Far to Go		Number Intervention	
<b>Total</b>									
			<b>A</b>		<b>B</b>		<b>C</b>		



## STEP 4/5: SELECT DIFFERENTIATED INSTRUCTIONAL STRATEGIES / ESTABLISH RESULTS INDICATORS

Priority Learning Target / Essential Learning Outcome: \_\_\_\_\_

Performance Category	If as teachers we: Descriptions of Research-based Instructional Strategies	Then, we will see the following results in student behaviors and work:	Environment, time and resources needed to apply the instructional strategy with fidelity.	Specific assignments or assessments to be used to monitor student progress on priority standard
Proficient	Targeted "Next Step" from Step 2 :  Instructional Strategy:			<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     The instructional strategies in the last column are experienced by all students during teaching and could be used as formative assessments.                 </div>
Close	Targeted "Misconception" from Step 2 :  Instructional Strategy:			
Far but Likely	Targeted "Misconception" from Step 2 :  Instructional Strategy:			
Intervention	Targeted "Misconception" from Step 2 :  Instructional Strategy:			



## POST ASSESSMENT COLLECT AND CHART DATA

Priority Learning Target / Essential Learning Outcome: \_\_\_\_\_

TEACHER	Number of Students	Proficient Score Range: (enter score range)	Percent Proficient	Close Score Range: (enter score range)	Percent Close	Far to Go Score Range: (enter score range)	Percent Far to Go	Intervention Score Range: (enter score range)	Percent Intervention
		Number Proficient		Number Close		Number Far to Go		Number Intervention	
<b>Total</b>									
			A		B		C		

Student Achievement Goal: The percentage of (grade level/course) students scoring proficient and higher in Priority Learning Target / Essential Learning Outcome: \_\_\_\_\_ will increase from (Pre Assess. Prof. %) % to (A+B+C) % as measured by the post assessment \_\_\_\_\_ administered on (Date) \_\_\_\_\_.

\_\_\_\_\_ Student Achievement Goal Met

\_\_\_\_\_ Goal Revised

# Curriculum Alignment

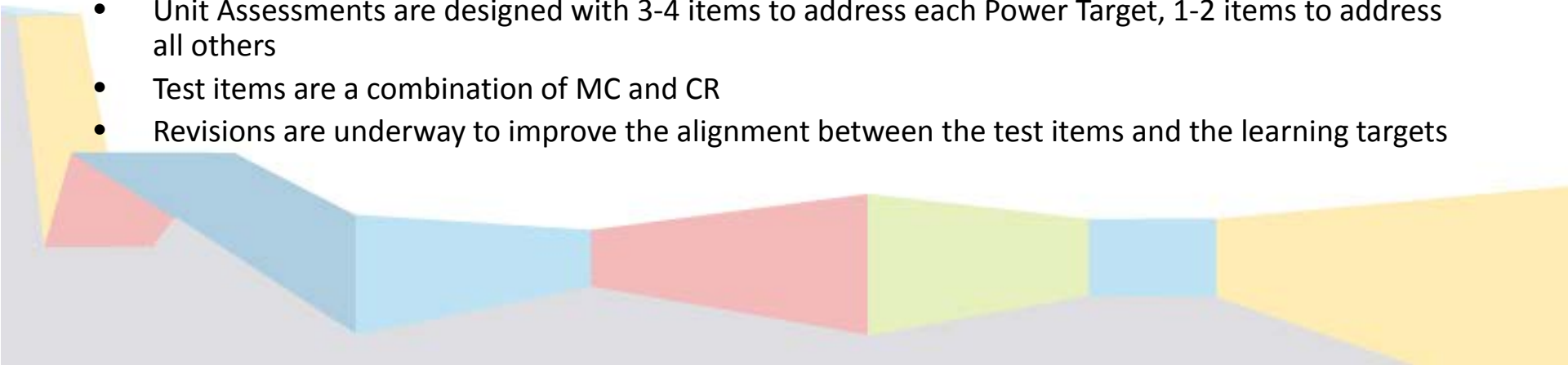
## Standards Alignment

- Learning Target wording is a combination of GLE/CLE and CCSS language at Grades 2-12
- Learning Target wording is almost entirely CCSS language at Grades K-1 and for the Writing Targets
- Heavily assessed (Power) Learning Targets are indicated
- Learning Targets are vertically aligned, K-12

## Instructional Alignment

- Each Learning Target is addressed with specific Instructional Strategies and Student Activities to guide instruction
- Instructional Strategies and Student Activities are written using Marzano's Design Questions 2, 3 and 4
- Reading material in Grades 3-6 is 60% Nonfiction and 40% Fiction giving teachers more resources to teach Informational Text (CA)

## Assessment Alignment

- Unit Assessments are designed with 3-4 items to address each Power Target, 1-2 items to address all others
  - Test items are a combination of MC and CR
  - Revisions are underway to improve the alignment between the test items and the learning targets
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# CA Comprehensive Alignment Spreadsheet

<a href="#">K-12 Scope and Sequence</a>			
Learning Targets by Strand and Reporting Topic			Learning Targets by Grade Level
Reading Reporting Topics	MO GLE	Common Core	
Strand: Reading Process			<a href="#">Grade K</a>
<a href="#">Print Concepts</a>	R1A	CCRL1	<a href="#">Grade 1</a>
<a href="#">Phonemic Awareness</a>	R1B	CCRL2	<a href="#">Grade 2</a>
<a href="#">Phonics</a>	R1C	CCRF3	<a href="#">Grade 3</a>
<a href="#">Fluency</a>	R1D	CCRF4 CCRL10	<a href="#">Grade 4</a>
<a href="#">Vocabulary</a>	R1E	CCRL10, CCL4, CCL6	<a href="#">Grade 5</a>
			<a href="#">Grade 6</a>
Strand: Comprehension			<a href="#">Grade 7</a>
<a href="#">Inferences</a>	R1G, R1H, R2C, R3C	CCRL1, CCRL2, CCRL3, CCRL7	<a href="#">Grade 8</a>
<a href="#">Summarizing</a>	R1H, R2C, R3C	CCRL1, CCRL2	<a href="#">English 1</a>
<a href="#">Making Connections</a>	R1I	no alignment	<a href="#">English 2</a>
<a href="#">Compare/Contrast</a>	R2C, R3C	CCRL9, CCRI9	<a href="#">English 3</a>
<a href="#">Fiction and Nonfiction Text Features</a>	R2A, R3A	CCRL5, CCRI5	<a href="#">English 4</a>
<a href="#">Fiction and Nonfiction Literary Techniques</a>	R2B, R3B	CCRL4, CCRI4	
<a href="#">Literary Elements</a>	R2C	CCRL3	
<a href="#">Cause and Effect</a>	R2C, R3C	CCRL3	Power Targets by Grade Span
<a href="#">Point of View and Author's Purpose</a>	R3C	CCRL6, CCRI6	<a href="#">K-2 Power Targets</a>
<a href="#">Reasoning</a>	R3C	CCRI8	<a href="#">3-6 Power Targets</a>
<a href="#">Understanding Directions</a>	R3D	CCRI10	<a href="#">7-12 Power Targets</a>



# Grade 5- Unit 2

## Learning Targets:

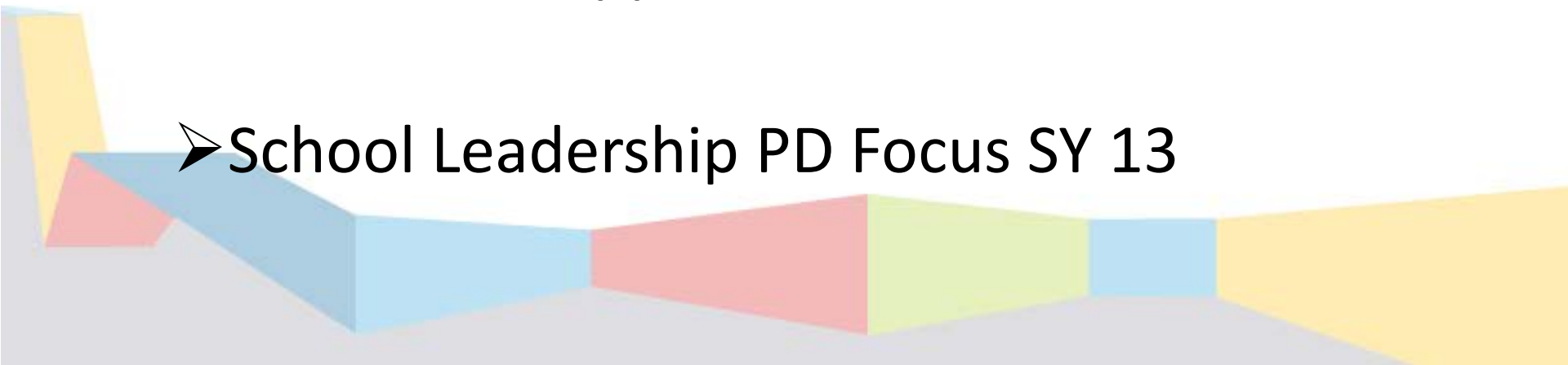
1. **Make logical inferences/draw conclusions** while independently reading fiction and nonfiction grade-level text by quoting accurately from a text.  $\Omega$  R1G R1H R2C R3C
2. **Compare and contrast:** two or more stories in the same genre on their approaches to similar themes and topics; and information from several texts on the same topic in nonfiction.  $\Omega$  R2C R3C
3. Compose text using awareness of audience in a format appropriate to **audience and purpose**. W2A
4. Demonstrate command of **grade-level conventions of capitalization** with emphasis on **proper nouns**. W2E
5. Demonstrate command of **grade-level conventions** of standard English grammar and usage with emphasis on **correct use of verb tense** and **subject/verb agreement**; conjunctions, interjections and prepositions.  $\Omega$  W2E
6. Identify and interpret **author's ideas and purpose** and how a narrator or speaker's point of view influences how the events are described. R2C, R3C
7. Read and follow **multi-step directions** to complete a task. R3D
8. Compose text using effective word choice, basic figurative language, **sensory details, and purposeful dialogue**. W2D
9. Write narratives to develop real and imagined experiences or events using effective techniques, descriptive details, and clear event sequences. W3A
10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level text, choosing from a range of strategies: **context**, common Greek and Latin **affixes and roots**, and **reference materials**.  $\Omega$  R1E

## Academic Vocabulary

1. simile
2. metaphor
3. personification
4. alliteration
5. scene
6. stanza
7. infer
8. quote
9. figurative language
10. narrative writing
11. descriptive writing
12. tone
13. epilogue

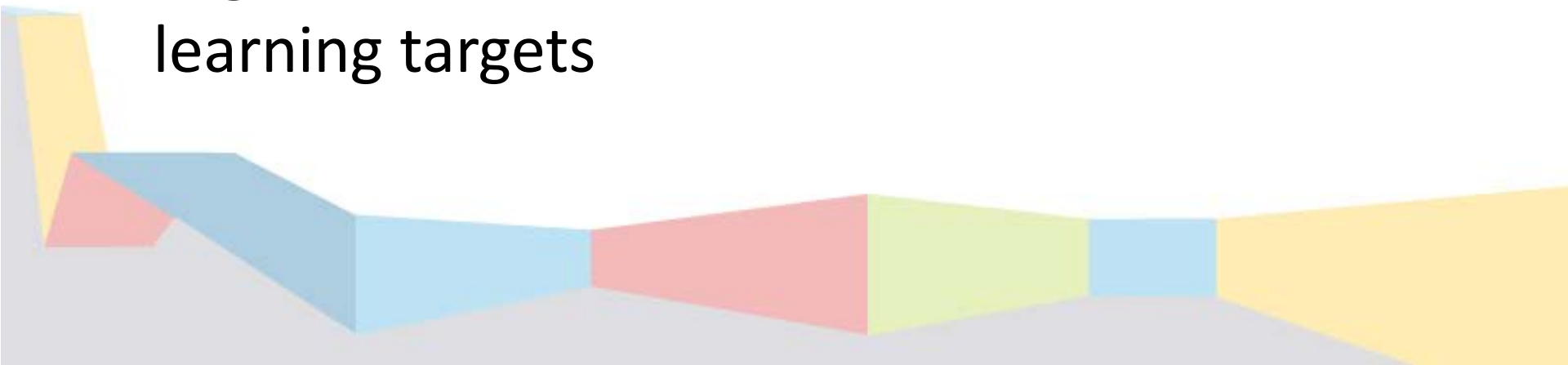
# What Have We Learned?

There is a need for alignment:

- Curricular and Assessment
  - Instructional Resources
  - Personnel Support
  - School Leadership PD Focus SY 13
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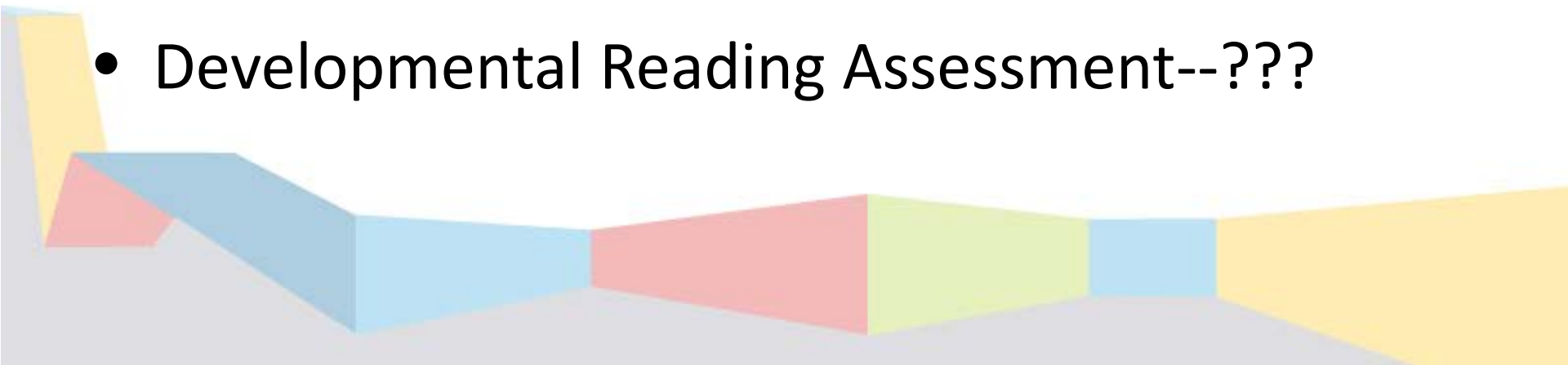
# Adjustments: Alignment of Curriculum & Assessments

- An audit of Unit Assessments to ensure 3-4 items address each Power Target/ GLE
- An audit of test items to ensure a combination of Constructed Response and Multiple Choice
- Revisions are underway to improve the alignment between the test items and the learning targets




# Adjustments: Instructional Resources

## What does each address?

- Plato—Credit Recovery, Re-Teaching Interventions
  - Success Maker—Diagnostic Tool, Monitoring Tool, Predictive Analytic
  - Acuity/Ed Performance Assessment—Power GLEs ???
  - Developmental Reading Assessment--???
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# Adjustments: Coaching Resources

Identify:

- District Instructional Coach
  - Pioneer School Coach
  - MOSIG—RPDC Coach (2)
  - MOSIG—State Coach
  - Teach For American Coach(es)
  - Pearson Coach
  - America's Choice Coach
- 

# Adjustments: Coaching Resources


Monthly Meetings to:

- Determine the focus of each coaching entity
- Align the vocabulary and efforts
- Align the timelines and school/classroom visits

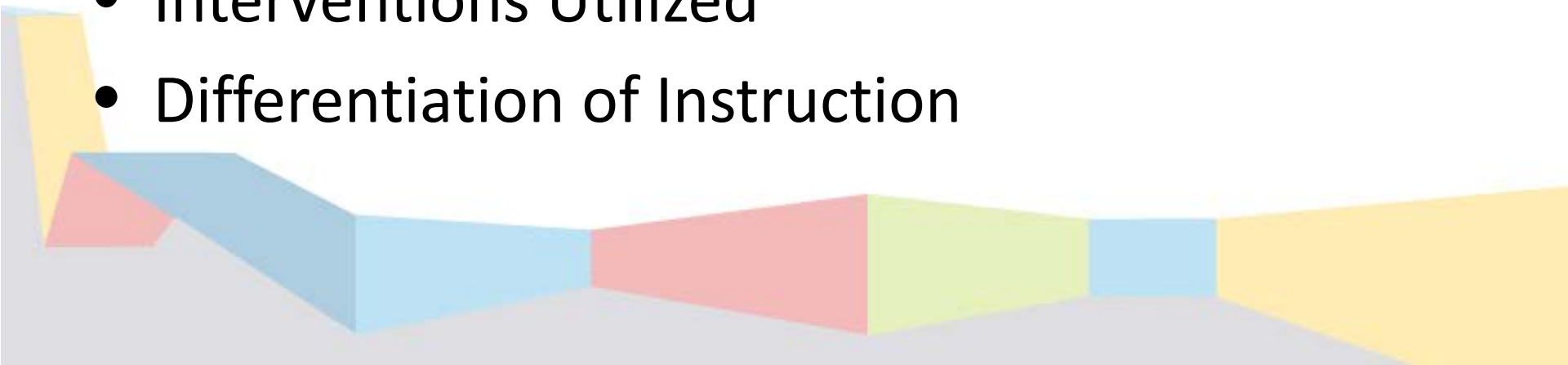
First Meeting: Friday, September 28



# Adjustments: Principal/School Leadership

- Provide an Effective Instructional Program (10)
  - Promote a Positive School Culture (6)
  - Develop, Articulate, & Implement a Vision (6)
  - Manage the Organizational Structure (6)
- 

# Non-Negotiables

- Lesson Plans
  - Curriculum
  - Instructional Framework (Marzano)
  - Data Cycle (Assessment “for” Learning and Assessment “of” Learning)
  - Interventions Utilized
  - Differentiation of Instruction
- 



# Foreign Language Academy

Dr. Carol Allman, Principal



# Foreign Language Academy

## Non-Negotiables

- Classroom Instruction

1. Lesson plans are submitted and reviewed; feedback may be given.
2. The curriculum is followed. Use research based strategies.
3. Instruction is from bell to bell.
4. Daily objective/focus is posted/spoken in student-friendly language.
5. Monitoring of classroom data...expectation is that 100% of students will achieve 80% on formative or summative assessments.
6. Intervention period built into every day Grades 2-5.
7. Double-blocked LA and MA for 8 years to give students an extra semester of instruction. Same students—more time.
8. Is differentiated.

- Student Supervision

1. Routines procedures are firmly established—taught and retaught—so as not to waste time.
2. Teachers are on duty in the AM to meet their students as they come to their classrooms.

- Student Conduct

1. PBIS has clearly defined teacher managed/office managed behaviors.
2. Code of conduct is followed.
3. Students know “education is the key to success.” It is the focus of the school.
4. PBIS is followed.
5. MTSS team (formerly SST) is in place and meets weekly to discuss student concerns.

# What I look for

Upon walking into a classroom, I expect:

1. The teacher is teaching—either directly instructing or walking around monitoring students working.
2. The lesson to engage students.
3. The students to tell me what they are learning and why it's important to learn it.
4. For students to be able to self-evaluate where they are and how they can get better. We are putting a lot of effort on accomplishing this during 2012-2013 school year.
5. Respect from teacher-student and from student-teacher.
6. Students to have textbooks and appropriate classroom materials.
7. Teachers to use research-based strategies.
8. Teachers to help students make a connection between new knowledge and previous knowledge.
9. Students to comply with teacher directives ; teachers to redirect a student w/o interrupting the flow of the lesson.

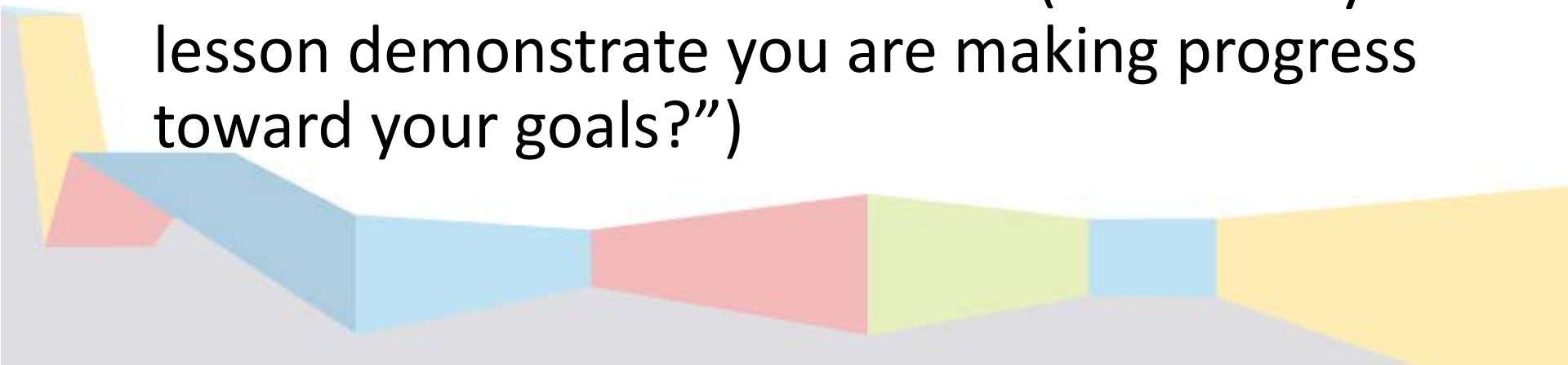
# Lincoln College Preparatory Academy

Jon Richard, Principal



# Three Point Action Plan

- At the beginning of the year, every teacher had a one-on-one meeting to look at data from the previous year, and then develop action plans based on both the data and personal goals
- The goals are visited each time a teacher meets with their administrator (“How did your lesson demonstrate you are making progress toward your goals?”)



# Three Point Action Plans

- Point One:
  - What administration will do...
- Point Two & Three:
  - What I will do differently this year and how it will positively impact student achievement:
    - Submissions include: more time at the board, less teacher talk, more teaching to the data, etc
  - What I will stop doing this year:
    - Submissions include: stop assuming compliance is learning, lowering standards, commiserating, etc

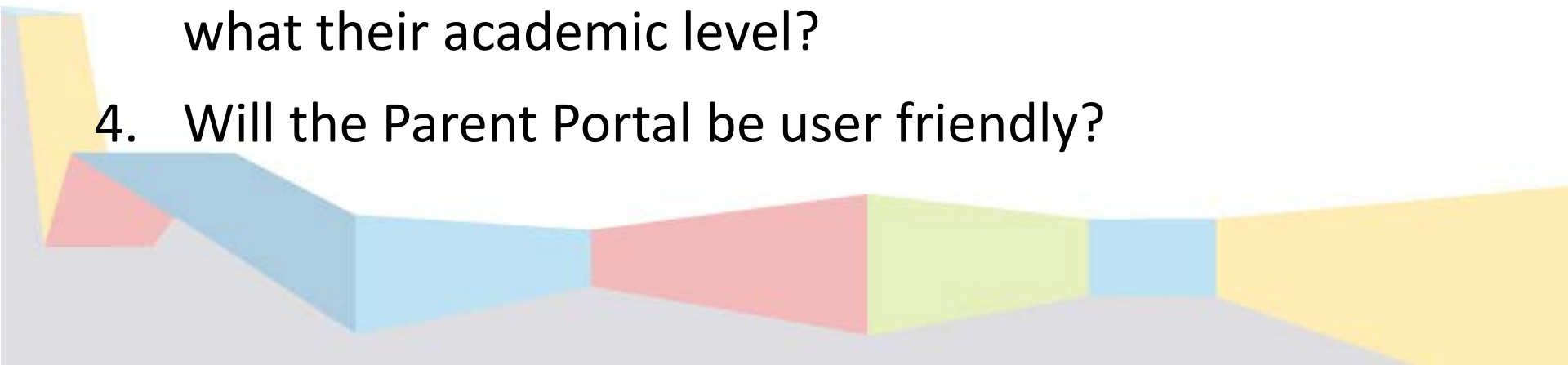
# Leading Indicators

Mr. Airick L. West  
Board Chair



# Feedback

## Questions from blue cards - August 2012

1. We did not hear much regarding the four school zones during this meeting. Could we hear a little more about how the implementation of that system is progressing?
  2. When will instructional coaches be trained? What is the timeline?
  3. How will teachers keep students engaged no matter what their academic level?
  4. Will the Parent Portal be user friendly?
- 



# Questions and Answers



# RSIT Breakout Discussion

# Feedback/Requests

# Monthly Meeting Date

