Kansas City Public Schools and Department of Elementary and Secondary Education

September 20, 2018
Leadership – Academic Division

Dr. Marla Sheppard
September 2018
Strategic Plan – Roadmap to Accreditation

A Roadmap for Student Growth and Success

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

**Pillar A**
- Personalized, Rigorous, Culturally Responsive Teaching and Learning
- Emphasizes INVESTING IN PEOPLE by attracting, developing, and retaining high-caliber staff at all levels.

**Pillar B**
- Safe Climate and Strong Relationships with Families and Community
- Emphasizes SUPPORTIVE TRANSITIONS in building trust, open communication, and health partnership with families and community.

**Pillar C**
- Caring, Effective Teachers in Every Classroom and Effective Leaders in Every School
- Emphasizes EFFECTIVE LEADERSHIP in building a network of high performing leaders and leadership teams.

**Pillar D**
- Data-Informed, Effective & Efficient Systems
- Emphasizes DATA INVERIMATION in matching resources to data-drive student and staff needs.

The Four Pillars are the building blocks of what we need to 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.
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

<table>
<thead>
<tr>
<th>Tier</th>
<th>K-2 Max</th>
<th>Tier 1 Whittier</th>
<th>Tier 2 Garfield</th>
<th>Tier 3 Melcher</th>
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<tbody>
<tr>
<td>K</td>
<td>18</td>
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</table>
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

Tier III
- Counseling, Therapy
- Psychiatric Support
- Streamlining Referral and Follow-up Process
- 1:1 Socio-Emotional Supports

Tier II
- Early Progress Monitoring, PST, Onsite Supports
- Effective Small Group Interventions
- Student Success Plans, Co-Planning Strategies with Students, Families, and Community Partners

Tier I
- School-Wide Universal Culture/Climate
- Building Relationships and Fostering Resilience
- Socio-Emotional Learning Embedded in Daily Practice
- PBIS, Restorative Practices, Trauma Sensitive Schools: Building Community, Extra-Curricular Sports/Clubs Mental Health and Wellness Educations
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

Note – Pillar C 8
KCPS Walkthrough Tool

WHAT IS BEING TAUGHT?
Is the teacher teaching the most important content?

HOW IS IT BEING TAUGHT?
Is the teacher presenting that content well?

ARE STUDENTS LEARNING?
Information for more accurate evaluation ratings.

KCPS Walkthrough Rubric
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?

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<thead>
<tr>
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<tbody>
<tr>
<td>The lesson objective is not aligned to grade-level Missouri content standard. The criteria for meeting the lesson objective are not written or communicated. The lesson activities are not aligned to the objectives.</td>
<td>The lesson objective states what students will be able to know and do but is not aligned to a grade-level Missouri standard. The criteria for meeting the objective is written but not discussed with students. The lesson activities are partially aligned to the objectives.</td>
<td>The lesson objective is aligned to the grade-level Missouri content standard. 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. The lesson activities are aligned to the lesson objective but partially move toward the depth of the standard.</td>
<td>The lesson objective and activities are aligned to the grade-level Missouri content standard. 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. The lesson activities are aligned to the lesson objective and allow students to demonstrate mastery at the depth of the standard.</td>
</tr>
</tbody>
</table>

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?

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<tbody>
<tr>
<td>Questions and tasks require students to recall and identify information or lead students to only one answer.</td>
<td>Questions and tasks occasionally require students to provide multiple answers. Teachers repeat and synthesize some student responses and put others back onto students to synthesize. Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions. 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 of the cognitive work.</td>
<td>Questions and tasks require students to analyze and synthesize complex/multiple ideas or concepts. Teachers give students ample opportunity to synthesize their own responses. Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Most students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.</td>
<td>Students formulate their own questions and tasks/make new meaning from content. Students lead discussions, synthesize their own responses, and ask further questions. All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions. 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.</td>
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</table>

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

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**Kansas City Public Schools**
**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?

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<tr>
<td>Teacher does not respond to misunderstandings and does not provide appropriate scaffolding. Checks for understanding are infrequent, of limited variety, and do not assess progress toward objective. Students have very few or no 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.</td>
<td>Teacher occasionally responds to misunderstandings and/or provides appropriate scaffolding. Checks for understanding are occasional and provide limited assessment of progress toward objective. Students have few opportunities to express their thinking using evidence gathered from text, lesson activities, or other students. Students' voices are occasionally heard during the lesson. Only one of the following with the teacher: volunteering responses, asking questions, or discussing the work.</td>
<td>Teacher frequently responds to misunderstandings and provides appropriate scaffolding. Checks for understanding are frequent and assess progress toward objective but are limited in variety. Students have some opportunities to express their thinking using evidence gathered from text, lesson activities, or other students. Students' voices are often heard during the lesson. The following with the teacher: volunteering responses, asking questions, discussing the work.</td>
<td>Teacher consistently responds to misunderstandings and provides appropriate scaffolding. Checks for understanding are frequent, differentiated, and occur at strategic key points during the lesson. Students have extensive opportunities to express their thinking using evidence gathered from text, lesson activities, or other students. Students' voices are consistently heard during the lesson. The following with teachers and peers: volunteering responses, asking questions, discussing the work, and giving feedback to peers.</td>
</tr>
</tbody>
</table>

**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
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

<table>
<thead>
<tr>
<th>Interventionist</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Math</td>
<td>7</td>
<td>2</td>
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<tr>
<td>15 Reading</td>
<td>10</td>
<td>5</td>
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</tbody>
</table>
• 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
Reviewed reports three different ways to intentionally group students

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

<table>
<thead>
<tr>
<th>Missouri Learning Standard</th>
<th>Vocabulary</th>
<th>Lesson Ideas</th>
<th>Print Resources</th>
<th>Instructional Media</th>
<th>Digital Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ NBT.A.2 Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.</td>
<td>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</td>
<td>Evison 2.0 Topic 1.1 &amp; 1.2</td>
<td>Education.com (Limited Access)</td>
<td>Learn Zillion Learn Zillion</td>
<td>iknowit.com iknowit.com iknowit.com</td>
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<tr>
<td><strong>Other</strong></td>
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<td>Blackline Templates Blackline Templates</td>
<td>Study Jams Study Jams</td>
<td>Mathgames.com Mathgames.com Mathgames.com</td>
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<tr>
<td>Eureka Math Module 1 Topic A</td>
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<td>Base Ten Blocks Base Ten Blocks (tens &amp; ones)</td>
<td>Video #1 Video #2 Video #3 Video #4 Video #5 Video #6 Video #7 Video #8 Video #9</td>
<td>Mathgames.com Mathgames.com</td>
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<td>Betterlesson.com ideas</td>
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<td>Base Ten Blocks (hundreds)</td>
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<tr>
<td>Curriculum Corner Ideas</td>
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<td>Base Ten Blocks (thousands)</td>
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<tr>
<td>Numbers of the Week</td>
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<tr>
<td>Guess My Number</td>
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<td>Make Ten Bundles</td>
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<td>Base Ten Concentration</td>
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<td>Make 6 Numbers</td>
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<td>Numerical Writing Barrier Game</td>
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<td>Numerical Word &amp; Expanded Form</td>
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<td>IXL: see NBT.A.2</td>
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<td>Fruit Splat</td>
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<td>Math is Fun: Place Value</td>
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<tr>
<td>Composing &amp; Decomposing Numbers</td>
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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
<table>
<thead>
<tr>
<th>Envision 2.0 component to begin utilizing</th>
<th>Quarter</th>
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<tbody>
<tr>
<td><strong>Envision 2.0 Step 1</strong></td>
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<tr>
<td>- Problem-Based Learning Problem</td>
<td>Quarter 1</td>
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<td><strong>Envision 2.0 Step 2</strong></td>
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<td>- Visual Learning (Interactive Video)</td>
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<tr>
<td>- Guided Practice</td>
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<td>- Independent Practice</td>
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<td>- Math Practices &amp; Problem-Solving</td>
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<td><strong>Envision 2.0 Step 3</strong></td>
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<td>- Assessment tools</td>
<td>Quarter 2</td>
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<td>- Differentiation tools/resources</td>
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<td>Vocabulary Cards &amp; Activities</td>
<td>Quarter 2</td>
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<tr>
<td>Mathematical Practices</td>
<td>Quarter 2</td>
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<tr>
<td>Envision 2.0 Assessments (online and print)</td>
<td>Quarter 3</td>
</tr>
<tr>
<td>Envision 2.0 Leveled Assignments</td>
<td>Quarter 3</td>
</tr>
</tbody>
</table>
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
# Kansas City Public Schools Scope and Sequence

## Mathematics Scope and Sequence
### 2018-2019 6th Grade

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1.A</strong> Compute Multi-Digit Numbers and Divide Fractions</td>
<td><strong>Unit 2.A</strong> Ratios and Proportional Relationships</td>
<td><strong>Unit 3.A</strong> Numerical &amp; Algebraic Expressions</td>
<td><strong>Unit 4.A</strong> Data Analysis, Statistics &amp; Probability</td>
</tr>
<tr>
<td>★ ★ <strong>NS.B.3</strong> Demonstrate fluency with addition, subtraction, multiplication and division of decimals.</td>
<td>★ <strong>RFA.1</strong> Understand a ratio as a comparison of two quantities and represent these comparisons.</td>
<td>★ <strong>EEIA.1</strong> Describe the difference between an expression and an equation.</td>
<td>★ <strong>DSP.A.1</strong> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</td>
</tr>
<tr>
<td>★ <strong>NS.B.2</strong> Demonstrate fluency with division of multi-digit whole numbers.</td>
<td>★ <strong>RFA.2</strong> Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate.</td>
<td>★ ★ <strong>EEIA.2</strong> Create and evaluate expressions involving variables and whole number exponents</td>
<td>★ <strong>DSP.A.2</strong> 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.</td>
</tr>
<tr>
<td>★ <strong>NS.A.1</strong> Compute and interpret quotients of positive fractions. a. Solve problems involving division of fractions by fractions.</td>
<td>★ <strong>RFA.3</strong> Solve problems involving ratios and rates. a) <strong>RP.A.3a</strong> Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on the Cartesian coordinate plane. b) <strong>RP.A.3b</strong> Solve unit rate problems. c) <strong>RP.A.3c</strong> Solve percent problems. d) <strong>RP.A.3d</strong> Convert measurement units within and between two systems of measurement.</td>
<td>★ <strong>EEIA.2a</strong> Identify parts of an expression using mathematical terminology. b) <strong>EEIA.2b</strong> Evaluate expressions at specific values of the variables. c) <strong>EEIA.2c</strong> Evaluate non-negative rational number expressions. d) <strong>EEIA.2d</strong> Write and evaluate algebraic expressions. e) <strong>EEIA.2e</strong> Understand the meaning of the variable in the context of the situation.</td>
<td>★ ★ <strong>DSP.A.3</strong> 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.</td>
</tr>
<tr>
<td>★ ★ <strong>NS.B.4</strong> Find common factors and multiples. a. <strong>NS.B.4a</strong> Find the greatest common factor (GCF) and the least common multiple (LCM). b. <strong>NS.B.4b</strong> 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.</td>
<td></td>
<td>★ <strong>EEIA.3</strong> Identify and generate equivalent algebraic expressions using mathematical properties</td>
<td>★ <strong>DSP.B.4</strong> Display and interpret data. a. ★ <strong>DSP.B.4a</strong> Use dot plots, histograms and box plots to display and interpret numerical data.</td>
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<td>b. <strong>DSP.B.4b</strong> Create and interpret circle graphs.</td>
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</tbody>
</table>
# KCPS Curriculum: Algebra I

<table>
<thead>
<tr>
<th>Standards &amp; Skills</th>
<th>Vocabulary</th>
<th>Formative Assessments</th>
<th>Instructional Strategies</th>
<th>Suggested Activities &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVIEW BASIC ALGEBRAIC CONCEPTS</td>
<td>Vocabulary Cards</td>
<td>Review Basic Algebraic Expressions Practice</td>
<td>Concept Development Interpreting Algebraic Expressions</td>
<td>Eureka Math Lessons Algebraic Expressions, Mt Lesson 6 Algebraic Expressions, Mt Lesson 7</td>
</tr>
<tr>
<td>6.A.1.SSE.A.1 Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions</td>
<td>Algebraic expression Term Coefficient Equivalent expressions Coefficient Common Factor</td>
<td>Properties of Real Numbers Order of Operations Evaluating Algebraic Expressions</td>
<td>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).</td>
<td>Lesson Summaries Algebraic Expressions Evaluating Algebraic Expressions Order of Operations Properties of Real Numbers</td>
</tr>
<tr>
<td>REASONING WITH EQUATIONS AND INEQUALITIES</td>
<td>Practice Problems Justify Solutions to Linear Equations</td>
<td>Concept Development Solving Linear Equations with student exemplars</td>
<td>Review from Middle School Solving One-Step Linear Equations Solving Multi-Step Equations Translating Equations</td>
<td>PowerPoint Presentations Variables and Expressions PowerPoint Order of Operations Adding and Subtracting Algebraic Expressions Multiplying and Dividing Algebraic Expressions Writing Algebraic Expressions</td>
</tr>
</tbody>
</table>

**Priority and Tested Standard:**
- Introduce
- Mastery
- Review/Reinforce

**Algebra 1 Scope and Sequence**  
**Algebra 1 EOC Pretest Blueprint**
# Unit 1.A Establishing a Democratic and Literate Community

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

## Sub-Unit Descriptions

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.

## Enduring Understanding & Essential Question

**We have a democratic community.**

How can being self-reflective help me as a community member?

## Instructional Resources

- **ELA/SS Resources List**
- **Guided Reading Resources**
- **Workshop Model of Instruction Resources**
- **Fluency Strategies**
- **Vocabulary Strategies**
- **Imagine Learning Resources**
- **KC Public Library Teacher Resources**
- **Resources for Literacy Practice at Home**

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## Community Building / Morning Meeting

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Instructional Strategies</th>
<th>Suggested Read Alongs</th>
<th>Resources</th>
<th>Formative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>O Priority: S.5.1.A.1.c</td>
<td>Reflective Quick Write: Ask students to respond to the question - &quot;What makes us a community?&quot; 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 questions - &quot;What do you notice that is similar among all the text examples?&quot; Language Experience Approach: Have students guide you through the steps of completing one simple everyday task - like making a peanut butter and jelly sandwich. Follow their directions exactly - to the point of silly. Continue until</td>
<td><a href="#">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.</a></td>
<td><a href="#">Teacher Observation</a> <strong>Teacher Interview / Performance Task:</strong> Ask students to write/ draw an answer to the question: &quot;How does your behavior affect the class community?&quot; Record and assess their answer.</td>
<td></td>
</tr>
</tbody>
</table>
## KCPS Curriculum: Science

### Differentiation (Unit 1)

<table>
<thead>
<tr>
<th>ELL</th>
<th>SPED</th>
<th>Enrichment</th>
<th>Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>1. As you work with students throughout this lesson, help them develop their understanding of how matter can change from one 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</td>
<td>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. Look out the window. Do you see trees, birds, grass, water, and clouds? And don’t forget these 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.</td>
</tr>
</tbody>
</table>

---

**ELL**
- 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.

**SPED**
- 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.
- 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...

**Enrichment**
- As you work with students throughout this lesson, help them develop their understanding of how matter can change from one state to another. Have students research different ways that matter can change from one state to another and share their ideas in class.
- 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.
- Assign students to small groups of two or three and designate a different property for each group. Examples...

**Relevance**
- 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.
- Look out the window. Do you see trees, birds, grass, water, and clouds? And don’t forget these 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.
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.
• 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
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
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
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
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

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

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
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 31**
✓ 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 19**
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
## Carrying the Momentum Forward

### Wednesday PD Session in the Buildings

- **Teacher Flex Wednesdays**
  - ✓ Strategies
  - ✓ Best Practices
  - ✓ Classroom Management
  - ✓ Teacher Request

### KCPS 2018/19 Wednesday PD Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Weekday</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2018</td>
<td>Wednesday</td>
<td>Austin-CPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Woody-CPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scale-CPD</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td>November 2018</td>
<td>Wednesday</td>
<td>Austin/Gate-CPD</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>THANKKSGIVING BREAK</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td>December 2018</td>
<td>Wednesday</td>
<td>Austin/Gate-CPD</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Woody-CPD</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Scale-CPD</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td>January 2019</td>
<td>Wednesday</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Austin-CPD</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Woody-CPD</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Scale-CPD</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td>March 2019</td>
<td>Wednesday</td>
<td>Austin/Gate-CPD</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Woody-CPD</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Scale-CPD</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td>April 2019</td>
<td>Wednesday</td>
<td>Austin-CPD</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Woody-CPD</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Scale-CPD</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Teacher Flex/Voluntary PD</td>
</tr>
</tbody>
</table>
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

---

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

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

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.

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

Gladstone Elementary Staffing SY 19

<table>
<thead>
<tr>
<th></th>
<th>Numbers</th>
<th>Groups</th>
<th>minutes/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten-1st Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginners-Pull Out</td>
<td>26</td>
<td>3</td>
<td>450</td>
</tr>
<tr>
<td>Beginners</td>
<td>17</td>
<td>2</td>
<td>300</td>
</tr>
<tr>
<td>Intermediates</td>
<td>35</td>
<td>2</td>
<td>150</td>
</tr>
<tr>
<td>Advanced</td>
<td>35</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>2nd Grade-3rd Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginners-Pull Out</td>
<td>34</td>
<td>4</td>
<td>1200</td>
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<tr>
<td>Beginners</td>
<td>14</td>
<td>2</td>
<td>600</td>
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<tr>
<td>Intermediates</td>
<td>42</td>
<td>3</td>
<td>450</td>
</tr>
<tr>
<td>Advanced</td>
<td>28</td>
<td>2</td>
<td>180</td>
</tr>
<tr>
<td>4th Grade-6th Grade</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Beginners-Pull Out</td>
<td>30</td>
<td>4</td>
<td>2400</td>
</tr>
<tr>
<td>Beginners</td>
<td>22</td>
<td>3</td>
<td>1800</td>
</tr>
<tr>
<td>Intermediates</td>
<td>38</td>
<td>2</td>
<td>840</td>
</tr>
<tr>
<td>Advanced</td>
<td>47</td>
<td>2</td>
<td>600</td>
</tr>
</tbody>
</table>

9060 total minutes/1550 teacher work week = 5.84 teachers
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

Yellow = in school @ KCPS since Kindergarten
Summer 2018

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

<table>
<thead>
<tr>
<th>Starting PL</th>
<th>1st Grade</th>
<th>2nd, 3rd Grades</th>
<th>4th, 5th Grades</th>
<th>6th-8th Grades</th>
<th>9th-12th Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0-1.9</td>
<td>1.2</td>
<td>1.0</td>
<td>0.9</td>
<td>0.8</td>
<td>0.7</td>
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<tr>
<td>2.0-2.9</td>
<td>0.9</td>
<td>0.8</td>
<td>0.8</td>
<td>0.7</td>
<td>0.6</td>
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<td>3.0-3.9</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.5</td>
<td>0.4</td>
</tr>
<tr>
<td>4.0-4.6</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>17-18 SY</th>
<th>18-19 SY</th>
<th>19-20 SY</th>
<th>20-21 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>10.8%</td>
<td>11.8%</td>
<td>12.8%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>12.7%</td>
<td>13.7%</td>
<td>14.7%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

**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
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**

**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
Tier III (Individual Interventions)
- 1:1 Socio-Emotional Supports
- Counseling, Therapy, or Psychiatric Support
- Crisis Interventions
- Streamline Referral and Follow-up Processes

Tier II (Small Group or Targeted CoHorts)
- Early Identification, Screening & Progress Monitoring (PST, onsite supports, triaging)
- Effective Small Group Interventions
- Student Success Plans
- Co-Planning Strategies with Students, Families, & Community Partners

Tier I (School-Wide - Universal Culture / Climate)
- Building relationships & Fostering resilience
- Socio-Emotional Learning embedded into daily practice
- PBIS; Restorative Practices
- Trauma Sensitive Schools: Building community
- Extra-curricular supports / clubs
- Mental health & Wellness education

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
• 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

- **July**: Schools reviewed data to determine root causes.
- **August**: DISTRICT Accountability reviewed plans for compliance.
- **September**: Assistant Superintendents reviewed plans establishing SMART GOALS, aligning with District Strategic Plan. School Leadership teams resubmit adjusted plans.
- **October**: Monitor implementation of School Improvement Plans.
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
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

<table>
<thead>
<tr>
<th>Site</th>
<th>2018 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPS</td>
<td>3564</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>463</td>
</tr>
<tr>
<td>Upper Room</td>
<td>1509</td>
</tr>
<tr>
<td>Alvin Ailey</td>
<td>32</td>
</tr>
<tr>
<td>7 Strategic</td>
<td>363</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>5931</td>
</tr>
</tbody>
</table>
Attendance Data

SY18 Summer Average Percent Present

<table>
<thead>
<tr>
<th>School</th>
<th>Average Percent Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPS</td>
<td>85.0%</td>
</tr>
<tr>
<td>7 Strategic</td>
<td>79.9%</td>
</tr>
<tr>
<td>Alvin Alley</td>
<td>96.3%</td>
</tr>
<tr>
<td>B &amp; G Club</td>
<td>72.3%</td>
</tr>
<tr>
<td>UR</td>
<td>87.9%</td>
</tr>
<tr>
<td>Total</td>
<td>84.4%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>SB319 Students</th>
<th>84 - 4th Grade Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended Summer School</td>
<td>49</td>
</tr>
<tr>
<td>Promoted to 5th Grade</td>
<td>40</td>
</tr>
<tr>
<td>Retained in 4th Grade</td>
<td>9</td>
</tr>
<tr>
<td>Did not attend Summer School</td>
<td>35</td>
</tr>
</tbody>
</table>

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  Physics 1st
Personal Finance  Geometry
World History  Algebra II
Chemistry  Graphic Design 1
Speech  College Admissions

Foundation of Art 1  Ceramics and Sculpture 1
ACT Prep  American Government
Health and Physical Education

Additional Virtual Courses as Needed
### Semester 1 and 2 Summer 2018 Grades Earned

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>467</td>
<td>1459</td>
</tr>
<tr>
<td>B</td>
<td>287</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1459</td>
</tr>
</tbody>
</table>

- **A:** 32% Pass Rate
- **B:** 20%
- **C:** 23%
- **D:** 7%
- **F:** 13%
- **I:** 13%

**Grand Total:** 1459

**Pass Rate:** 82.4%
Summer School 2018 Pass Rate by Semester
<table>
<thead>
<tr>
<th>Did Not Earn Credit (F or I)</th>
<th>Earned Credit</th>
<th>Grand Total</th>
<th>% who attempted and earned summer school credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>136</td>
<td>780</td>
<td>916</td>
<td>85.2%</td>
</tr>
</tbody>
</table>
## Partners

<table>
<thead>
<tr>
<th>2018 Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Room</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
</tr>
<tr>
<td>7 Strategic</td>
</tr>
<tr>
<td>Alvin Ailey</td>
</tr>
</tbody>
</table>

### Accountability Measures:
Pre/Post Assessments, Attendance Monitoring, Administrator Walkthroughs, Partner Assessment Reports
# 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 is based on a scale of 0-3: (0) Poor (2) Fair (2) Good (3) Excellent

<table>
<thead>
<tr>
<th>Evaluation Items</th>
<th>POOR (0)</th>
<th>FAIR (1)</th>
<th>GOOD (2)</th>
<th>EXCELLENT (3)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and teacher rosters and all related staffing documentation were provided in a timely manner and all staff hold the proper certifications. Concerns and/or issues were addressed promptly and the partner was responsive to communication sent by the department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified principals were hired for each site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment administrator was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Partners Performance Evaluation Grades:

<table>
<thead>
<tr>
<th>2018 Partners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Room: C</td>
<td>Boys and Girls Club: C</td>
</tr>
<tr>
<td>7 Strategic: F</td>
<td>Alvin Ailey: B</td>
</tr>
</tbody>
</table>
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 outlined 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

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program supports one or more KCPS priorities (Question #12)</td>
<td>Applicant demonstrates how its program supports one or more KCPS priorities</td>
</tr>
<tr>
<td><strong>Program is appropriate for target audience</strong></td>
<td>Applicant describes a program that is suitable for students in the target audience</td>
</tr>
</tbody>
</table>

## III. PROGRAM ASSESSMENT

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program has clear core goals (Question #20)</td>
<td>Applicant describes specific program goals that are aligned to program design and purpose</td>
</tr>
<tr>
<td><strong>Program has method for determining progress toward goals (Question #21)</strong></td>
<td>The metrics/indicators used to determine if the program has achieved its goals are aligned to the program’s articulated program goals</td>
</tr>
</tbody>
</table>

KANSAS CITY PUBLIC SCHOOLS
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.
Questions?
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date
Thursday, October 18, 2018