

Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Wednesday, May 21, 2014



SMART Goals for SY 2014-15: Accreditation and Beyond

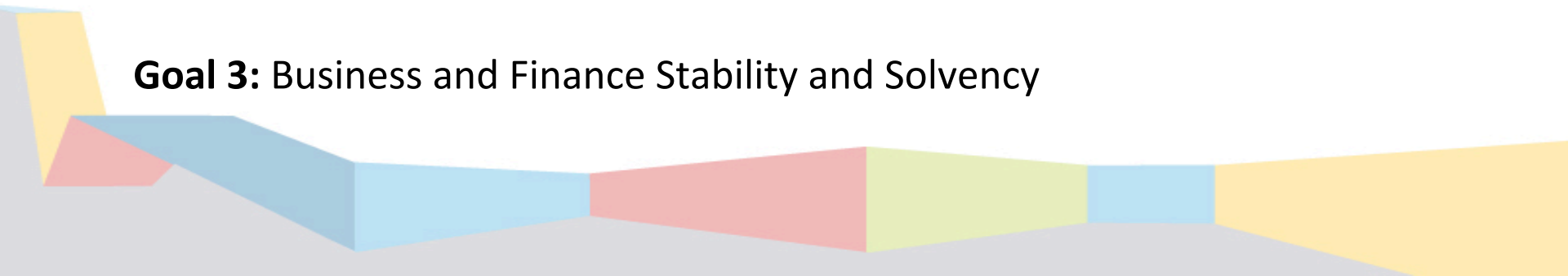
Goal 1: State Accreditation and Accountability

- Missouri Teaching and Learning Standards
- Missouri School Improvement Plan (MSIP 5)

Goal 2: 21st Century Learning Standards:

Communication, Collaboration, and Creativity

Goal 3: Business and Finance Stability and Solvency

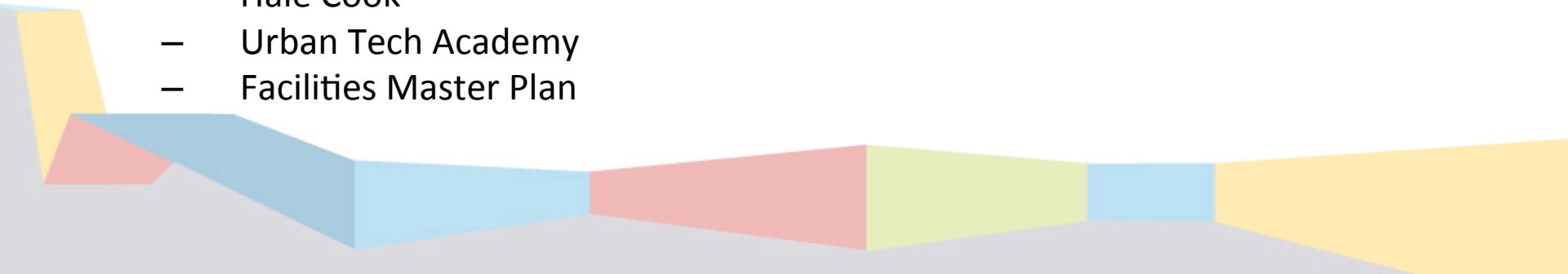


SMART Goals for SY 2014-15: Accreditation and Beyond

Goal 4: Parent and Community Engagement and Partnerships

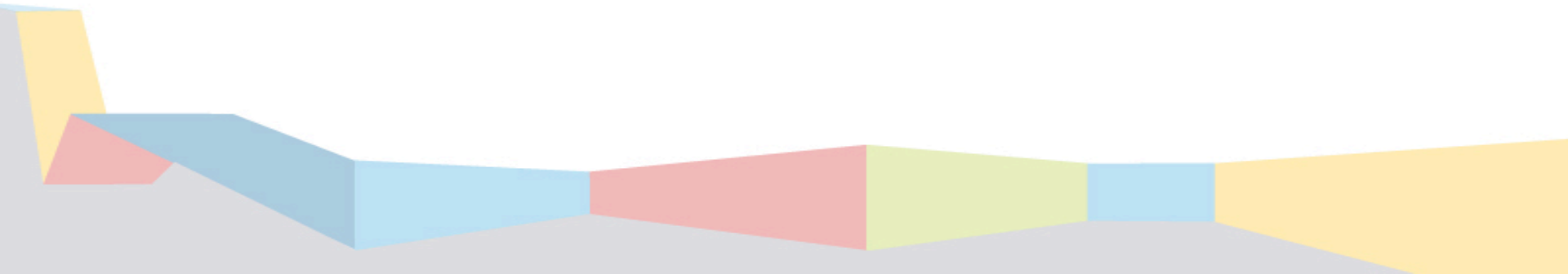
Goal 5: Underlying Strategic Initiatives for SY 2014-15:

- Early Childhood Education
- Early College
- Middle School
- 1:1
- Hale Cook
- Urban Tech Academy
- Facilities Master Plan



Focus and Priority (SIG) Schools

Evaluating the schools' improvement in attendance, student discipline and student achievement.



SY13 vs. SY14 – 90% Attendance

		90%+ (Attendance)			
	School	SY14YTD	SY13	Growth	Att Rank
F o c u s	Garfield Elem	82.05	75.6	6.45	1
	Longfellow Elem	85.13	79.9	5.23	2
	Rogers Elem	81.71	77.1	4.61	3
	Phillips Elem	87.81	84.2	3.61	4
	Wheatley Elem	75.94	72.5	3.44	5
	Gladstone Elem	89.12	89.9	-0.78	6
	Banneker Elem	76.42	82.2	-5.78	7
	Paige Elem	74.25	82.6	-8.35	8
	African Centered Elem	71.71	81	-9.29	9
S I G	Attucks Elem	86.57	66	20.57	1
	Faxon Elem	83.27	71.6	11.67	2
	King Elem	73.58	68.8	4.78	3
	Pitcher Elem	84.61	80.4	4.21	4
	Melcher Elem	77.86	78.8	-0.94	5
	Troost Elem	68.53	70.4	-1.87	6

SY13 vs. SY14 – Discipline Incidents

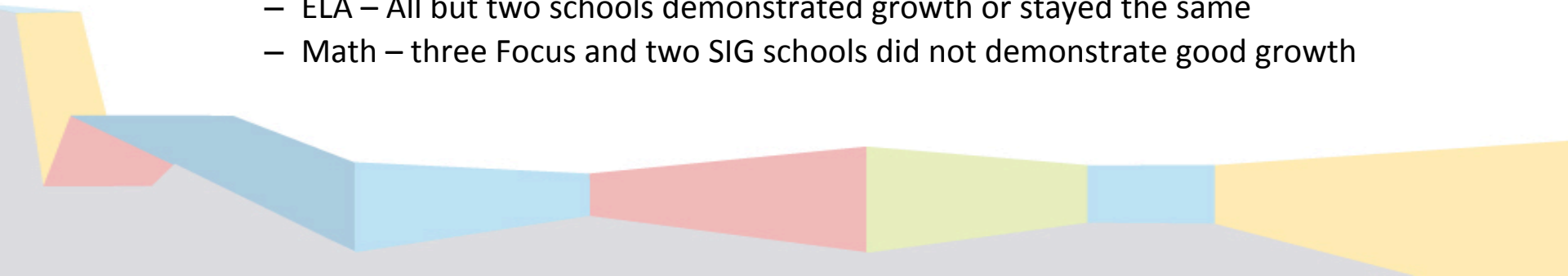
		Discipline Incidents			
		SY13	SY14	growth	Disc Rank
F o c u s	Wheatley Elem	318	52	-266	1
	Banneker Elem	277	224	-53	3
	Gladstone Elem	8	1	-7	4
	Phillips Elem	3	2	-1	4
	Longfellow Elem	122	24	-98	5
	Paige Elem	327	329	2	6
	Rogers Elem	479	488	9	7
	Garfield Elem	296	357	61	8
	African Centered Elem	181	455	274	9
S I G	Troost Elem	346	142	-204	1
	Melcher Elem	462	271	-191	2
	King Elem	425	311	-114	3
	Pitcher Elem	226	135	-91	4
	Faxon Elem	104	64	-40	5
	Attucks Elem	169	143	-26	6

SY13 vs. SY14 – Acuity Growth B to C

Acuity Growth from B to C							
	School	Language Arts Growth	LA Rank		School	Math Growth	MA Rank
F o c u s	Banneker	35.5	1.0	F o c u s	Wheatley	48.1	1
	Wheatley	30.3	2.0		Paige	14.7	2
	Phillips	15.7	3.0		Phillips	9.9	3
	Paige	10.7	4.0		Banneker	8.0	4
	Gladstone	6.4	5.0		Rogers	-0.1	5
	ACE Lower	-0.1	6.0		Gladstone	-4.0	6
	Garfield	-1.6	7.0		Garfield	-11.8	7
	Rogers	-3.8	8.0		ACE Lower	-16.8	8
	Longfellow	-8.8	9.0		Longfellow	-32.7	9
S I G	Pitcher	23.1	1.0	S I G	Melcher	27.8	1
	Melcher	22.7	2.0		Pitcher	13.0	2
	Troost	18.1	3.0		Faxon	10.7	3
	King	14.2	4.0		King	-4.1	4
	Attucks	0.8	5.0		Troost	-14.9	5
	Faxon	-10.2	6.0		Attucks	-17.1	6

Focus and Priority (SIG) Schools

- **NISL** – All Focus school principals participated in NISL program.
- **Attendance** (90% of the students there 90% of the time)
 - Focus Schools – all but three schools demonstrated growth from prior year
 - Priority Schools – only one school did not demonstrate growth from prior year
- **Discipline Incidents** (this number represents all incidents recorded)
 - Focus Schools – five schools demonstrated a decrease
 - Priority Schools – all SIG schools demonstrated a decrease in incidents
- **Achievement Growth** (Acuity B to Acuity C)
 - ELA – All but two schools demonstrated growth or stayed the same
 - Math – three Focus and two SIG schools did not demonstrate good growth

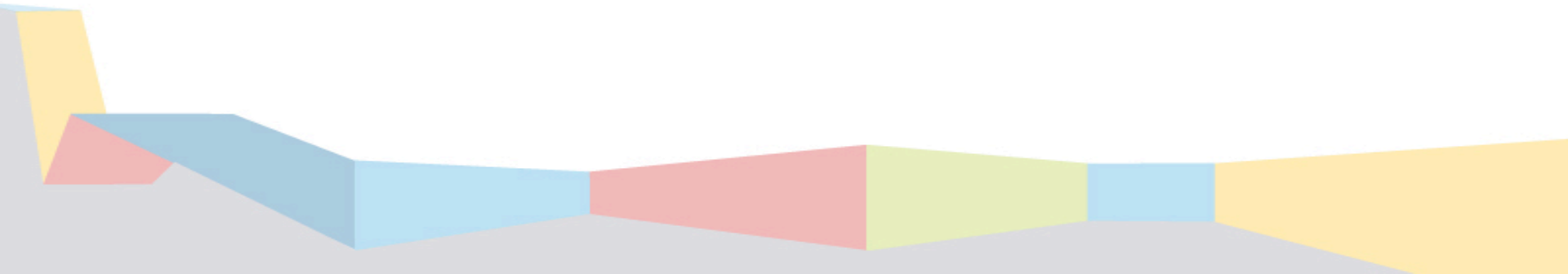


Questions



School Leadership

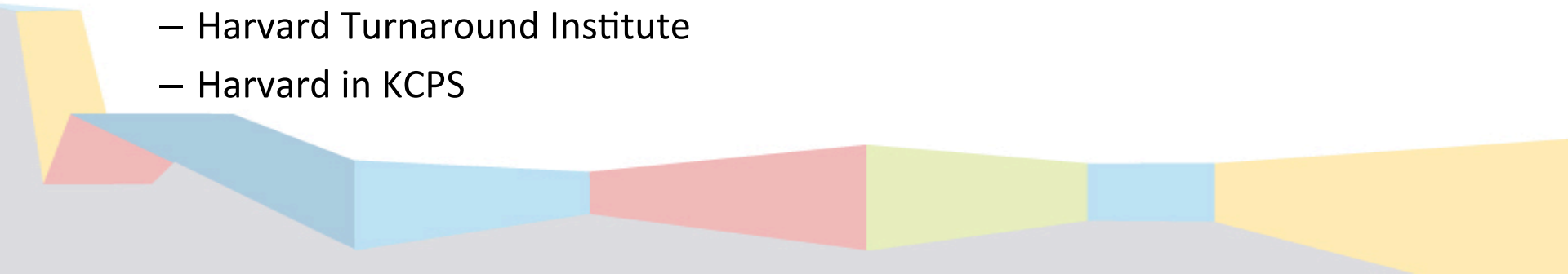
Monitoring & Measuring What Matters



Shifting Gears: Continuing an Unwavering Focus on Excellence

Planning for Next Year: What will be continued?

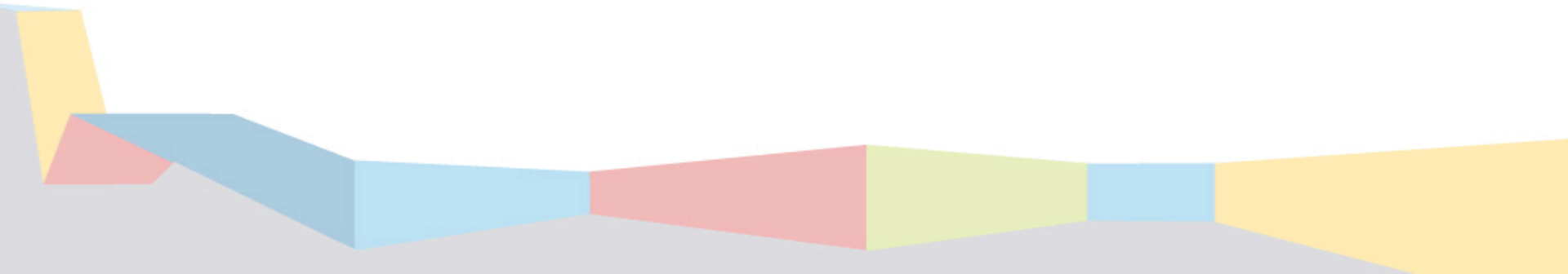
- Earned Autonomy
- Data Consults
- Principal Professional Development: Building Leadership Capacity
 - Principal Retreat
 - National Institute of School Leaders
 - Harvard Turnaround Institute
 - Harvard in KCPS



Shifting Gears: Continuing an Unwavering Focus on Excellence

Planning for Next Year: What will be continued?

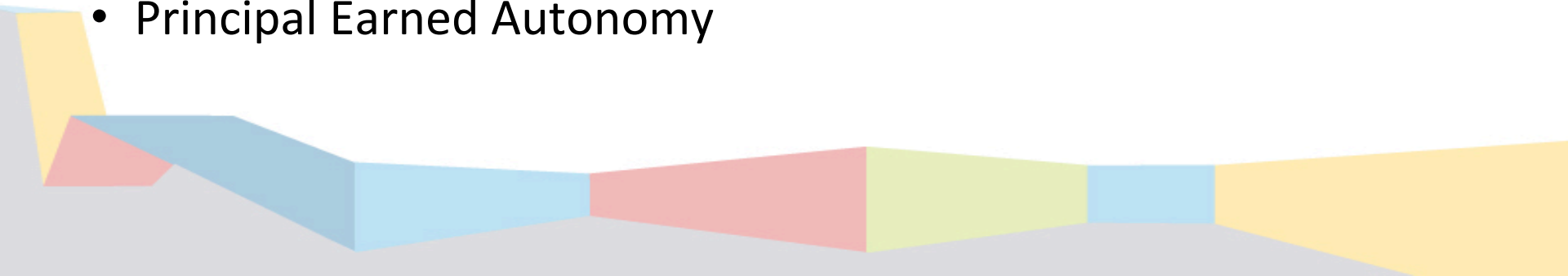
- Principal Meeting Format
- School-Wide Assessment Teams First Generation
- Principal Evaluation Tool



Shifting Gears: Continuing an Unwavering Focus on Excellence

Planning for Next Year: What will be Enhanced?

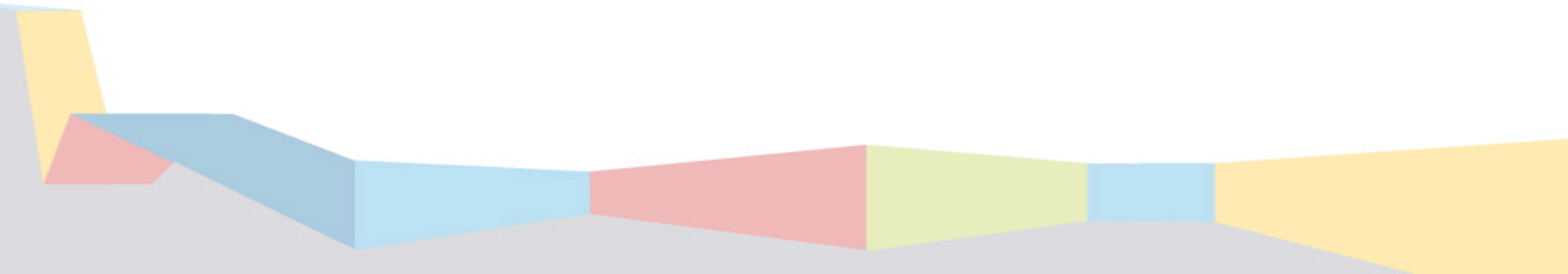
- Data driven decisions: Program Evaluation
- School-Wide Assessment Teams II—Second Generation
- Principal Advisory
- Principal Earned Autonomy



Shifting Gears: Continuing an Unwavering Focus on Excellence

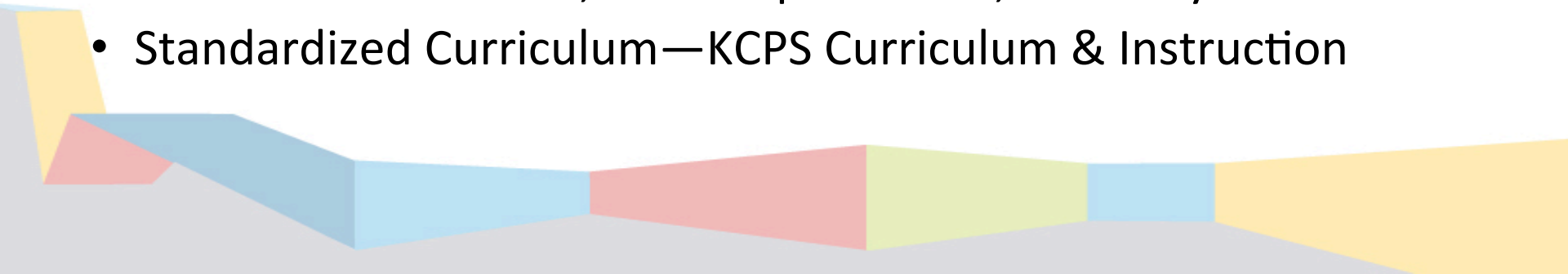
Planning for Next Year: Selective Abandonment & Refinements

- Fair is NOT Equal
- Refine and Align Messages to Principals



Shifting Gears: Continuing an Unwavering Focus on Excellence

Summer School: Accelerating Learning Through Excellence

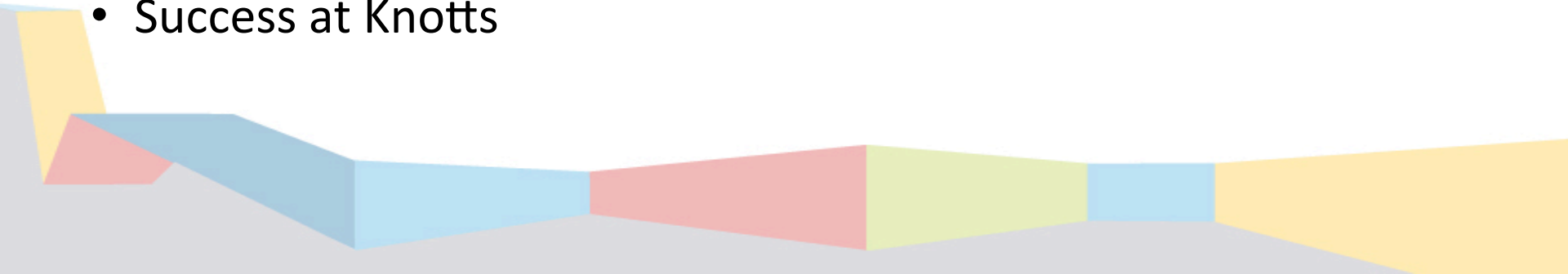
- Extended School Year
 - June 2-July 4 (KCPS), June 2-July 29 (Partners)
 - 46 Sites—7 partners
 - Summer School is All-Inclusive: Enrichment & Remediation
 - Positioned to serve 9,000 compared to 2,500 last year
 - Standardized Curriculum—KCPS Curriculum & Instruction
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

Shifting Gears:

Continuing an Unwavering Focus on Excellence

Summer School: Accelerating Learning Through Excellence

- KCPS Administrative Oversight—Walk-Throughs & Monitoring
- KCPS District Attendance Oversight
- Kindergarten Boot Camp
- Success at Knotts

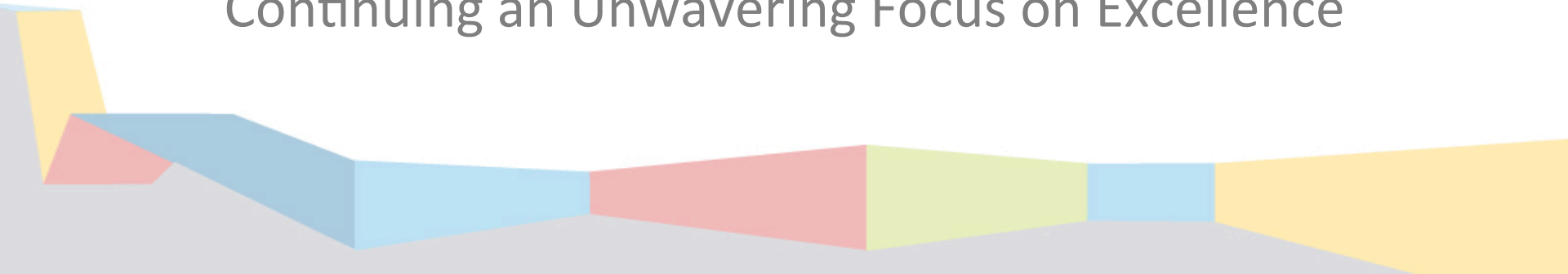


Questions



Curriculum, Instruction and Professional Development

Shifting Gears:
Continuing an Unwavering Focus on Excellence



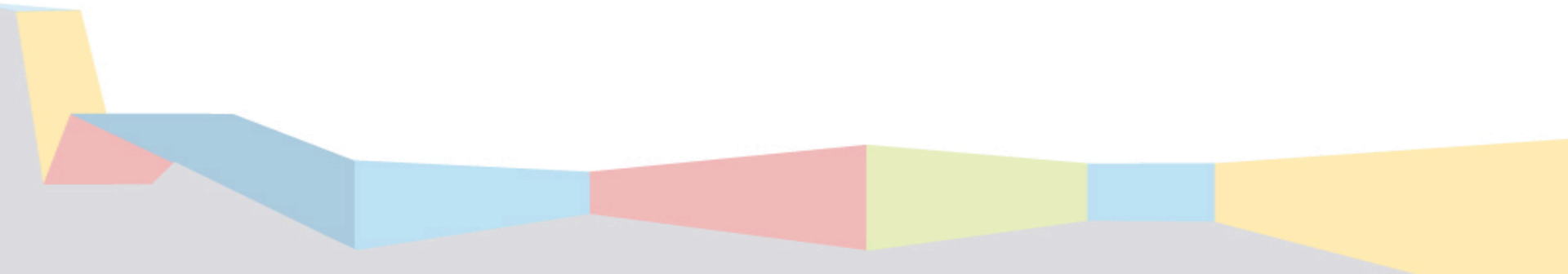
Curriculum, Instruction and Professional Development Adjustments

What will Continue

- Intense use of data to guide instruction
- PLCs and Data Cycles
- Continuously monitoring the effectiveness of the curriculum and pacing guides
- Use of digital resources
- Job-embedded Professional Development
- CIPD meetings with principals and instructional coaches



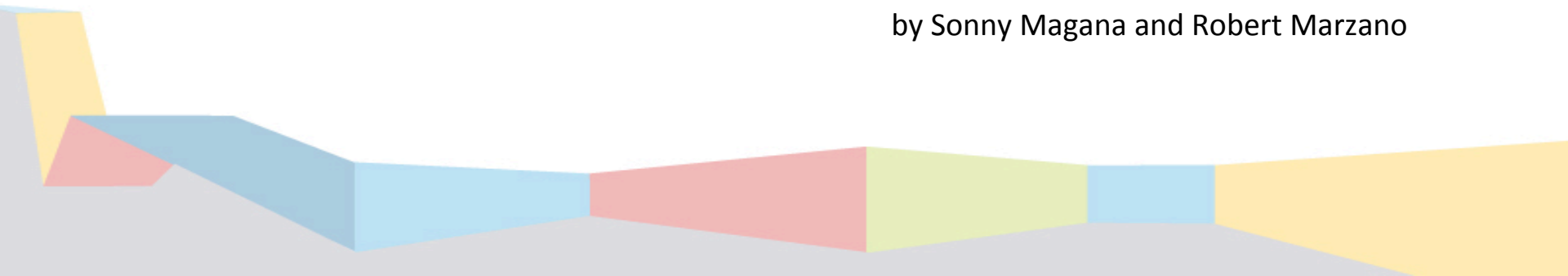
Shifting Gears for 2014-15



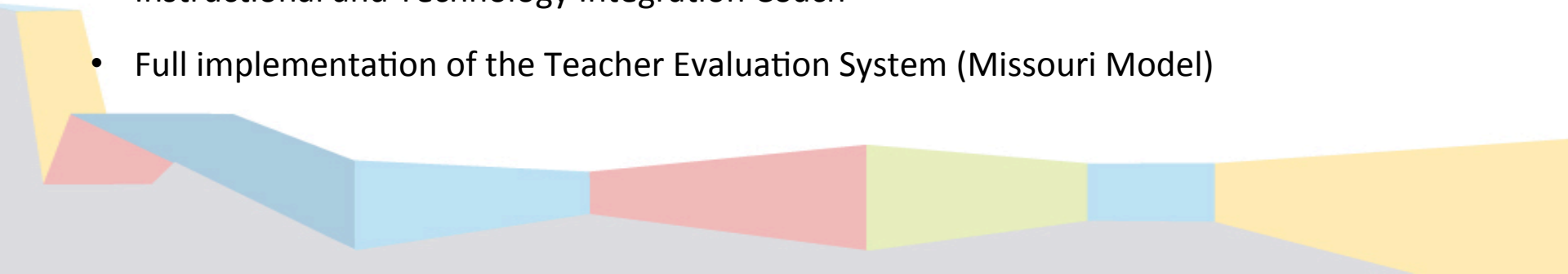
“You just can’t sprinkle 21st century skills on the 20th century doughnut. It requires a fundamental reconception of what we’re doing.”

-Christopher Dede

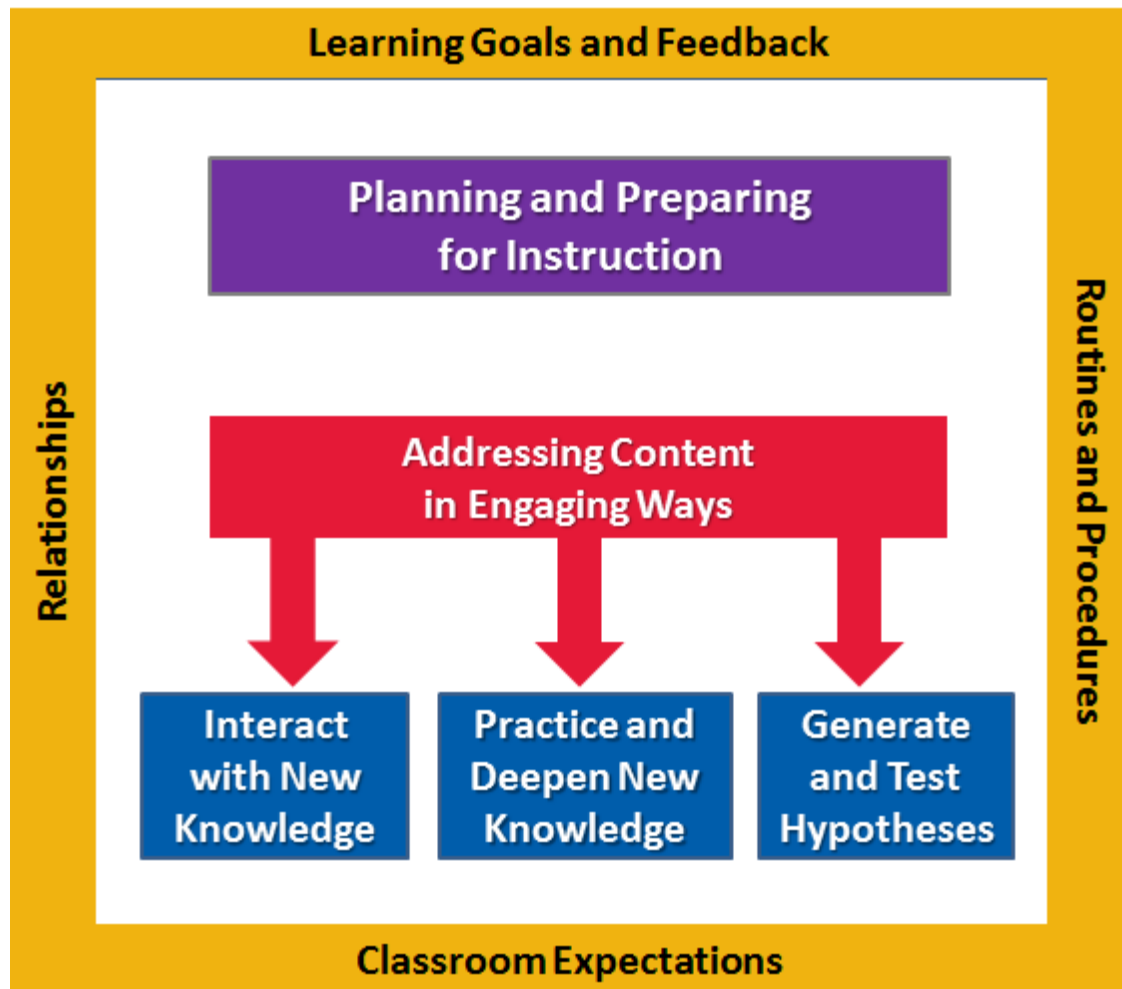
Enhancing the Art and Science of Teaching With Technology
by Sonny Magana and Robert Marzano



Focus Areas for 2014-15

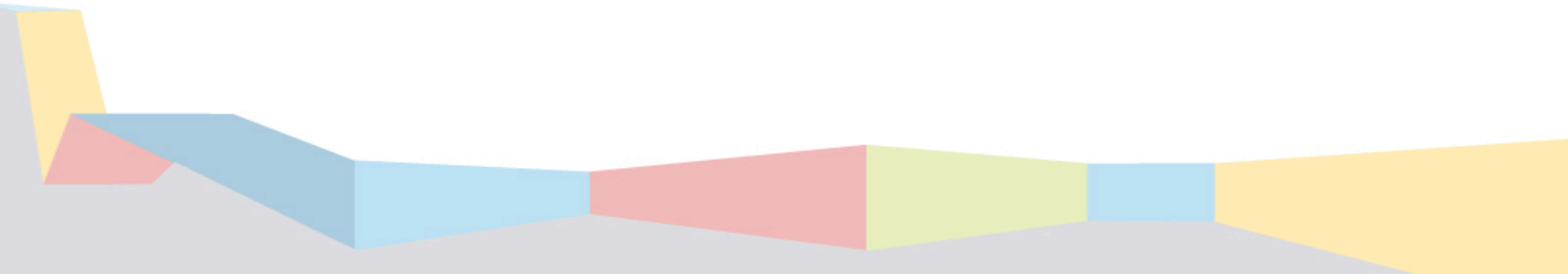
- Improvement of Instruction
 - Missouri Learning Standards – (Including the CCSS, GLE, CLE, Show Me Standards)
 - Digital Resources
 - Job embedded professional development
 - Fluency in Math and ELA
 - Instructional and Technology Integration Coach
 - Full implementation of the Teacher Evaluation System (Missouri Model)
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

The KCPS Framework



Missouri Learning Standards

(Including the CCSS, GLE, CLE, Show Me Standards)



English I

Unit 1: Is Conflict Necessary?

Identify the elements of a short story. Analyze character, structure, theme, and point of view. Write an argumentative essay.

Unit Timeline: 6 weeks

Essential Questions

Conflicts occur frequently in literature and in life, but are they necessary?

Conflicts can be difficult for the people involved in them, but can a conflict also have a positive outcome?

Assessments

Suggested Formative:

- Selection tests
- Open-Book tests
- Report Writing
- Written Presentation
- Timed Writing

Required Summative:

- ELA Quarter 1 Assessment
- Argumentative Writing (literary response)

Readings

Required

- *The Gift of the Magi*
- *Rules of the Game*
- *Checkouts*
- *The Girl Who Can*
- *The Scarlet Ibis*

Choose at least 2 of the following titles:

- *My English*
- *The Case for Fitting In*
- from *The Geeks Shall Inherit the Earth*
- from *Blue Nines and Red Words*
- *Much Madness is divinest Sense—*
- from *The New Yorker*

Extended (optional)

- *The Most Dangerous Game*

Academic Vocabulary

1. Infer
2. Situational Irony
3. Cause and Effect
4. Direct and Indirect Characterization
5. Narrative Point of View
6. Cultural Perspective
7. Response to Literature
8. Symbolism

Part 1 Text Analysis	The Gift of the Magi p. 52		
Missouri Learning Standards / I Can . . . MO.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I can cite strong and thorough textual evidence that supports my inferences and analysis of the text. MO.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. I can analyze how an author's choices about text structure, event order, and time manipulation, create effects such as mystery, tension, or surprise. MO.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. I can write a narrative to develop real or imagined events, using effective technique, details, and well-structured sequence. MO.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. I can clearly and concisely present important findings and supporting evidence so listeners can follow the line of reasoning. I can present information where the organization, development, substance, and style are appropriate to my purpose. MO.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I can use parallel structure. I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.			
	Interact with New Knowledge	Practice and Deepen New Knowledge	Generate and Test Hypothesis About New Knowledge
Strategies	<ul style="list-style-type: none">Model Close Reading of a Short Story p. 4Administer the Reading and Vocabulary Warm-upsIntroduce the Key Ideas and Details skill: Make InferencesIntroduce the Craft and Structure skill: Situational IronyUse the Close Reading Model to demonstrate the application of the skillsReview the selection vocabulary, as necessary, with students who need additional supportPrepare students to read the selection by reviewing with them the Multidraft Reading Strategies	<ul style="list-style-type: none">Informally monitor comprehension while students readUse the Comprehension questions to confirm understandingDevelop students' ability to make inferences and analyze conflict using the sidenote questionsReinforce vocabulary with the Vocabulary notesReinforce unit focus standards using the Spiral Review promptsAssess students' comprehension and mastery of the skillsDevelop students' understanding of roots and affixes	<ul style="list-style-type: none">Build students' ability to master grammar concepts and conventionsReport writingExtend learning with the Speaking and Listening activity
Activities	<ul style="list-style-type: none">Students independently apply Close Reading strategies to <i>The Jade Peony</i> p. 9Reading and Vocabulary Warm-ups (online)	<ul style="list-style-type: none">Students answer Comprehension questionsStudents answer sidenote questionsStudents record Vocabulary notesStudents respond to the Spiral Review prompt	<ul style="list-style-type: none">Students complete the Conventions Lesson (simple and perfect tenses)Students write a news report (informative / explanatory)

Missouri Learning Standards / I Can . . .

MO.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I can analyze how complex characters develop through the text, interact with other characters, advance the plot, or develop the theme.

MO.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth grade tasks, purposes, and audiences.

MO.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

I can integrate multiple sources of information while evaluating the credibility and accuracy of each source.

MO.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can use parallel structure.

I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.

	Interact with New Knowledge	Practice and Deepen New Knowledge	Generate and Test Hypothesis About New Knowledge
Strategies	<ul style="list-style-type: none"> Administer the Reading and Vocabulary Warm-ups Introduce the Key Ideas and Details skill: Analyze Cause and Effect Introduce the Craft and Structure skill: Characterization Use the Close Reading Model to demonstrate the application of the skills Review the selection vocabulary, as necessary, with students who need additional support Prepare students to read the selection by reviewing with them the Multidraft Reading Strategies 	<ul style="list-style-type: none"> Informally monitor comprehension while students read Use the Comprehension questions to confirm understanding Develop students' ability to analyze cause and effect and characterization using the sidenote questions Reinforce vocabulary with the Vocabulary notes Reinforce unit focus standards using the Spiral Review prompts Assess students' comprehension and mastery of the skills Develop students' understanding of roots and affixes 	<ul style="list-style-type: none"> Build students' ability to master grammar concepts and conventions Written presentation Extend learning with the Research and Technology activity
Activities	<ul style="list-style-type: none"> Reading and Vocabulary Warm-ups (online) Background video (online) 	<ul style="list-style-type: none"> Students answer Comprehension questions Students answer sidenote questions Students record Vocabulary notes Students respond to the Spiral Review prompt Students answer Literary Analysis questions Students complete the Word Study activities (Latin root –bene–) 	<ul style="list-style-type: none"> Students complete the Conventions Lesson (subjects and predicates) Students create a written presentation (informative /explanatory writing) Students create an informational brochure (topic–

Activities

The Scarlet Ibis

- Students engage in whole group or small group discussion of the quotation and the Critical Viewing question
- Students read the text independently
My English / The Case for Fitting In / from The Geeks Shall Inherit the Earth / from Blue Nines and Red Words
- Students participate in a review of the topic of the text set
- Students read the text independently
Much Madness is divinest Sense-- / from The New Yorker
- Students read the text or view the image independently

The Scarlet Ibis

- Students answer Comprehension questions
- Students complete the Language Study activities
- Students answer the Literary Analysis questions
- Students participate in a Group Discussion
- Students complete the Take Notes worksheet

My English / The Case for Fitting In / from The Geeks Shall Inherit the Earth / from Blue Nines and Red Words

- Students complete the Language Study activities
- Students answer the Literary Analysis questions

Much Madness is divinest Sense-- / from The New Yorker

- Students answer the Literary Analysis or Critical Analysis questions

The Scarlet Ibis

- Students use the Take Notes worksheet to plan their note-taking strategy.
- Students complete Research activity as homework

My English / The Case for Fitting In / from The Geeks Shall Inherit the Earth / from Blue Nines and Red Words

- Students participate in the Discuss, Research, and Write activities

Much Madness is divinest Sense-- / From The New Yorker

- Students participate in the Discuss or Write activities

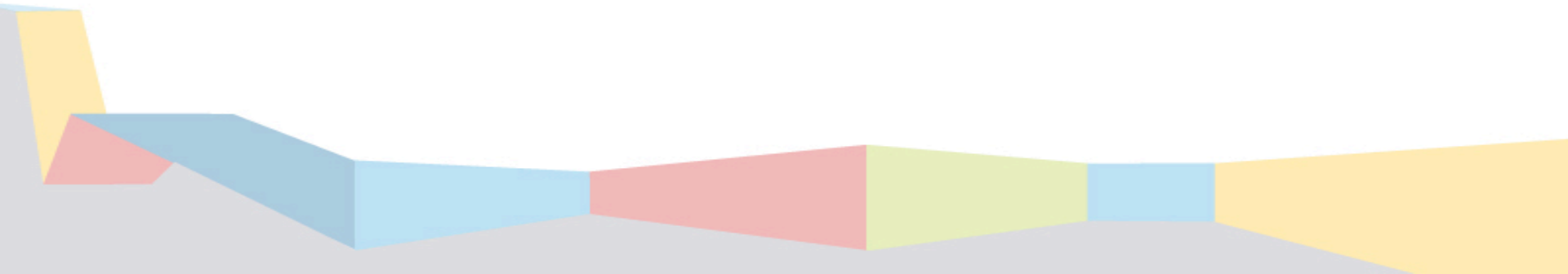
Unit Resources

1. Pearson Literature Grade 9
2. Prentice Hall Writing Coach
3. Pearsonrealize.com

Intervention Strategies

1. Use differentiated suggested in Pearson Literature
2. Use graphic organizers for note taking
3. Language journal for vocabulary
4. Cooperative learning strategies
5. Modification of assignments and homework
6. After school tutoring

The Role of the Instructional & Technology Integration Coach





Work side-by-side with teachers to facilitate seamless delivery of the curriculum

Ensure teachers understand the 3 district focus areas for SY15

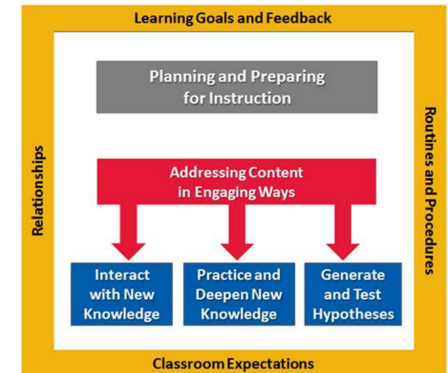


Role of the Coach



Coach teachers in planning & delivering technology-rich teaching & learning

Roll out district instructional expectations in conjunction with principals



Principal/Instructional Coach Professional Development

Topic and Date

Objectives:



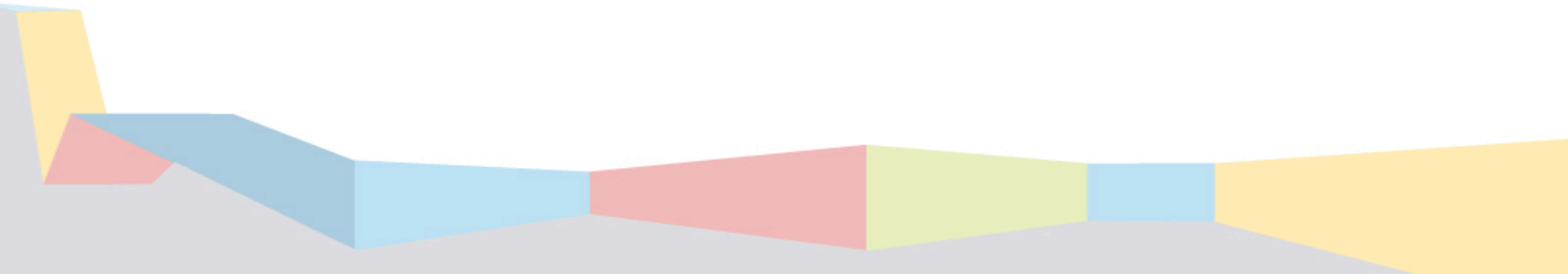
How will this information be disbursed throughout your building in order for all teachers to know the topic, objectives, and expectations?

As the principal, instructional leader, I will monitor this instructional expectation in the following ways:

As the instructional coach, I will coach the teachers listed below to meet the instructional expectation by doing the following:

1:1 Initiative

Digital Resources



PearsonRealize.com

The screenshot shows the Pearson Realize website interface. At the top, a browser address bar displays the URL <https://pearsonrealize.com/community/#/home>. Below the address bar, a navigation bar includes the Pearson Realize logo and tabs for PROGRAMS, CLASSES, and DATA. A search icon and a user profile icon are also present. The main content area features a large image of a green tree frog on a leaf. Overlaid on this image are three circular buttons: a green one labeled PROGRAMS, a red one labeled CLASSES, and a blue one labeled DATA. Below the frog image, there are six dashboard tiles arranged in a 2x3 grid. Each tile displays a small icon, a title, and a summary of activity.

Icon	Title	Summary
	Common Core Literature Grade 6	1st-2nd Period 0 New assignment(s) submitted by your students
	Common Core Literature Grade 8	1st-2nd Period 0 New student attachment(s) submitted by your students
		1st-2nd Period 0 of your 11 students have signed in
		1st-2nd Period 0 New test score(s)

The Research Center

Access to New Digital Tools

The screenshot shows a web browser window with the URL <http://curriculum.media.pearsoncmg.com/curri>. The browser's address bar and tabs are visible, showing multiple open pages including 'Pearson Realize', 'Pearson eText', 'Pearson Reading Maturity Met...', and 'Research Center'. The website's navigation bar is blue with the text 'PEARSON COMMON CORE Literature' on the left and 'Research Center' on the right. A search icon is located on the left side of the navigation bar. Below the navigation bar, the main content area has a light yellow background. On the left side of the main content area, there is a vertical list of links under the heading 'LINKS'. The links include: APA, BBC News, Bartleby, CIA World Factbook, CNN, Encyclopedia Britannica, Encyclopedia of Life, Google Lit Trips, Google Scholar, Infoplease, Internet Public Library, Kentucky Virtual Library, Library of Congress, Merriam-Webster, MLA, and NASA Science. To the right of this list, there is a large rectangular placeholder image. Below the placeholder image, there is a welcome message: 'Welcome to the Online Research Center! Here you will find resources to help you perform online research as well as help you develop this essential skill.'

Click the links below to review the videos and external links.

LINKS

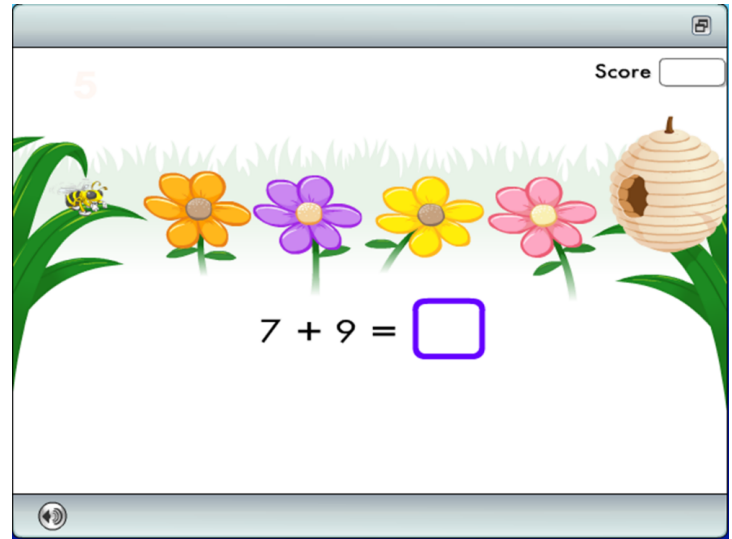
- APA
- BBC News
- Bartleby
- CIA World Factbook
- CNN
- Encyclopedia Britannica
- Encyclopedia of Life
- Google Lit Trips
- Google Scholar
- Infoplease
- Internet Public Library
- Kentucky Virtual Library
- Library of Congress
- Merriam-Webster
- MLA
- NASA Science

Welcome to the Online Research Center! Here you will find resources to help you perform online research as well as help you develop this essential skill.

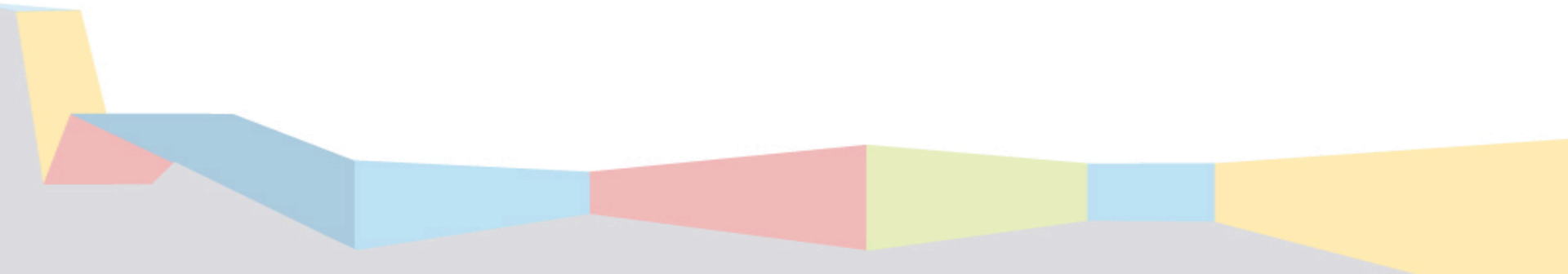
eTools



Interactive Games



Job Embedded Professional Development



Summer PD

June 2014 Professional Development

Monday	Tuesday	Wednesday
2 -What's All the Buzz About Fractions and the Common Core?	3 -Enhancing Classroom Instruction with Technology (Day 1) -KCPS Summer School PD	4 -Enhancing Classroom Instruction with Technology (Day 2)
9 -Math 21 Grant Teacher Leaders Webster University	10 -Math 21 Grant Teacher Leaders Webster University	11 -Math 21 Grant Teacher Leaders Greg Tang Return Richardson
16 -Math 21 Grant Teacher Leaders Richardson -Instructional and Technology Integration Coach Training (Day 1) -Digital Dexterity	17 -Math 21 Grant Teacher Leaders Richardson -Adaptive Schools (Day 1) -Instructional and Technology Integration Coach Training (Day 2) -Digital Dexterity	18 -Math 21 Grant Teacher Leaders Richardson -Adaptive Schools (Day 2) -Instructional and Technology Integration Coach Training (Day 3) -Allo Order Processing Training
23 -Children's Literature in Economics and Personal Finance-grades K - 6 (Day 1)	24 -Children's Literature in Economics and Personal Finance-grades K - 6 (Day 2) -Enhancing Classroom Instruction with Technology (Day 1)	25 -Enhancing Classroom Instruction with Technology (Day 2) -Allo Order Processing Training
30		

July 2014 Professional Development

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4 Independence Day
7 -Summer Literacy Institute: Focus on the Big 5 9:00-12:00 (Day 1)	8 -Summer Literacy Institute: Focus on the Big 5 (Day 2) -CCSS Math Content (Day 1) -Allo Order Processing	9 -Summer Literacy Institute: Focus on the Big 5 (Day 3) -CCSS Math Content	10 -Summer Literacy Institute: Focus on the Big 5 (Day 4) -Digital Dexterity	11 -Summer Literacy Institute: Focus on the Big 5 (Day 5)

August 2014 Professional Development

Monday	Tuesday	Wednesday	Thursday	Friday
				1 -New Teacher PD (Day 5) - Instructional and Technology Integration Coach Training (Day 5)
4 Teachers Return	5	6	7	8
11 Students Return	12	13	14	15
18	19	20	21	22
25	26	27	28	29

28 -New Teacher PD (Day 1) - Instructional and Technology Integration Coach Training (Day 1)	29 -New Teacher PD (Day 2) - Instructional and Technology Integration Coach Training (Day 2)	30 -Instructional and Technology Integration Coach Training (Day 3) -Teaching Economics Through U.S. History K- 6	31 -Instructional and Technology Integration Coach Training (Day 4) w/ Principals
--	--	---	--

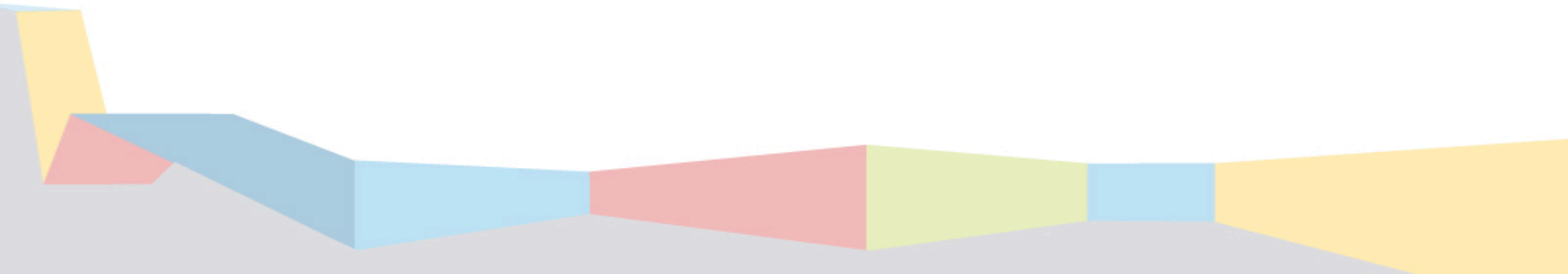
Enhancing Student Learning & School Culture with Technology

Topic
<ul style="list-style-type: none">• Overview of the KCPS Framework• Planning and Preparing
<ul style="list-style-type: none">• Routines and Procedures• Interacting with New Knowledge with Technology
<ul style="list-style-type: none">• Classroom Environment and Organization• Practicing and Deepening New Knowledge with Technology
<ul style="list-style-type: none">• Provide Active and Cognitively Engaging Questions• Generating and Testing Hypotheses of New Knowledge with Technology
<ul style="list-style-type: none">• Data Review, Fluency, Mid-Year Reflection
<ul style="list-style-type: none">• Building Relationships
<ul style="list-style-type: none">• Interacting with New Knowledge with Technology
<ul style="list-style-type: none">• Practicing and Deepening New Knowledge with Technology
<ul style="list-style-type: none">• Generating and Testing Hypotheses with Technology

Questions

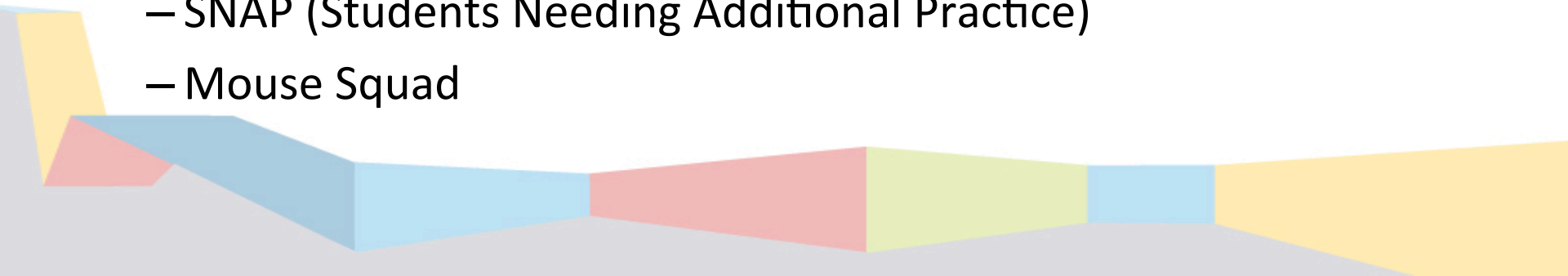
KCPS Initiatives

2014-15



Middle School

- Administration—1 Principal; 1 Assistant Principal
- Enrollment—Central Middle—294; Northeast Middle—320
- Curriculum—Advisory, ELA, Math, Science, Social Studies
- Unique Features
 - Pathway to Success
 - SNAP (Students Needing Additional Practice)
 - Mouse Squad



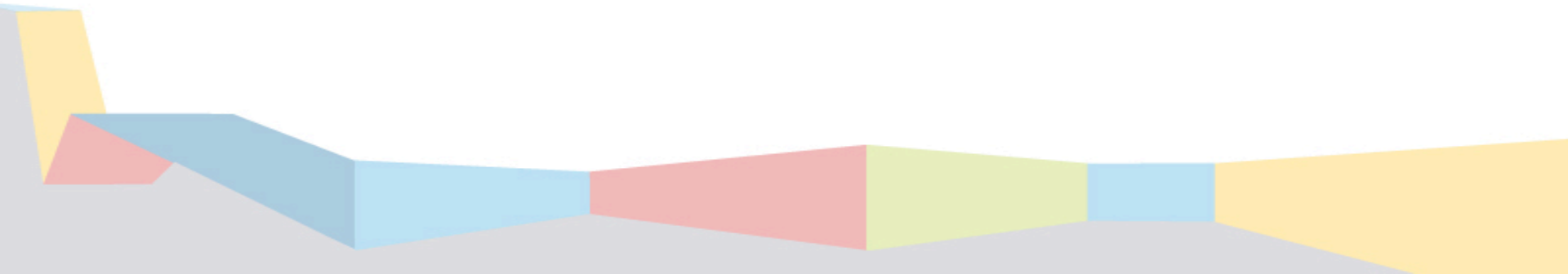
Middle School Master Schedule Sample

A Day		Blocks 1-4				B Day		Blocks 5-8	
Teacher	Advisory Daily	Block 1	Block 2 PE/Health Select: Band or Choir	Block 3 -Lunch-	Block 4	Block 5	Block 6	Block 7 -Lunch-	Block 8 Exploratory Wheel 9 weeks each Art, FACS, Computers Select: GTT or World Languages
English Language Arts	Advisory Daily	ELA	Team Plan Indiv. Plan	ELA	Pathways to Success	SNAP: Intervention and Enrichment	ELA	ELA	Team Plan Indiv. Plan
Mathematics	Advisory Daily	Math	Team Plan Indiv. Plan	Math	Pathways to Success	SNAP: Intervention and Enrichment	Math	Math	Team Plan Indiv. Plan
Science	Advisory Daily	Science	Team Plan Indiv. Plan	Science	Pathways to Success	SNAP: Intervention and Enrichment	Science	Science	Team Plan Indiv. Plan
Social Studies	Advisory Daily	Social Studies	Team Plan Indiv. Plan	Social Studies	Pathways to Success	SNAP: Intervention and Enrichment	Social Studies	Social Studies	Team Plan Indiv. Plan
Exceptional Education	Advisory Daily	TBD	Team Plan Indiv. Plan	TBD	Pathways to Success	SNAP: Intervention And Enrichment	TBD	TBD	Team Plan Indiv. Plan

Middle School

Extensions Continued

- Gateway to Technology
- FACS
- Art
- Computer

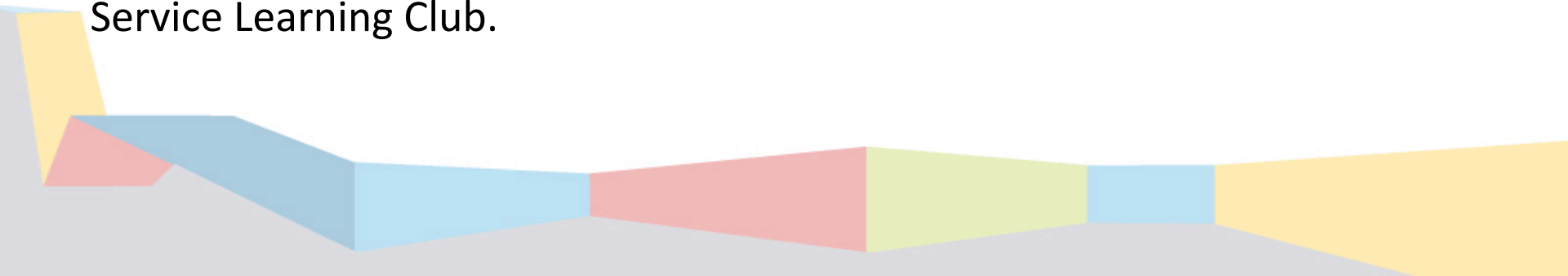


Middle School

Co-Curricular Activities (Sports and Clubs)

Football, Volleyball, Basketball, Cross Country, Track, Baseball, Cheer, Dance, Swimming, and Soccer.

Chess Club, Art Club, Theatre Club, Speech/Debate Club, Fitness Club, and Service Learning Club.



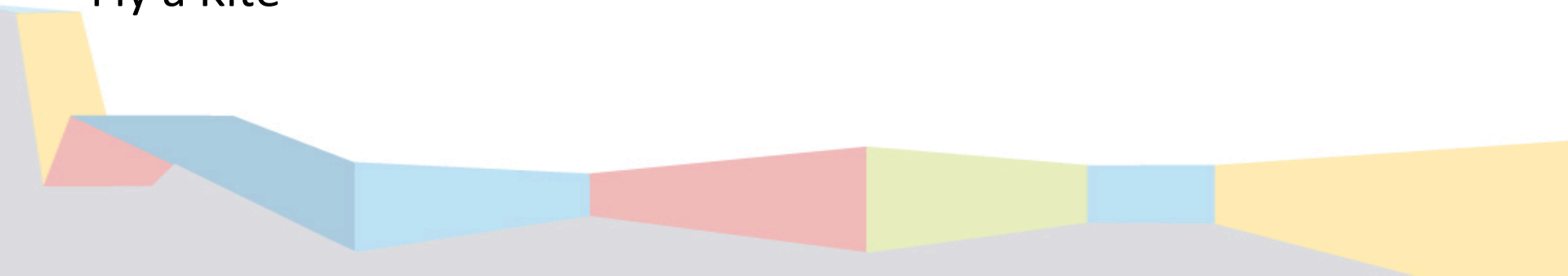
Hale Cook

Administration—1 Principal & 6 Teachers

Enrollment—Pre-K; Kindergarten; Grade 1; Grade 2—120-150

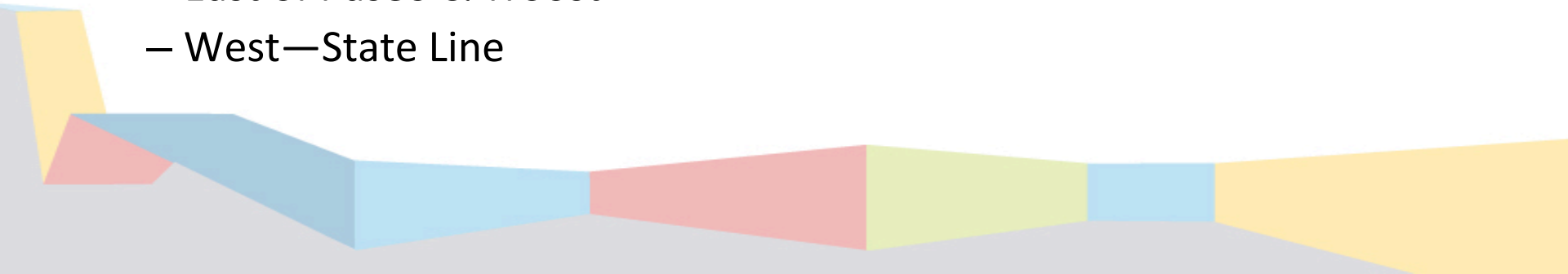
Curriculum—Core, Art, PE, Music, Computer

Activities & Recruitment—Yoga on the Lawn, Bike Week, Come
Fly a Kite

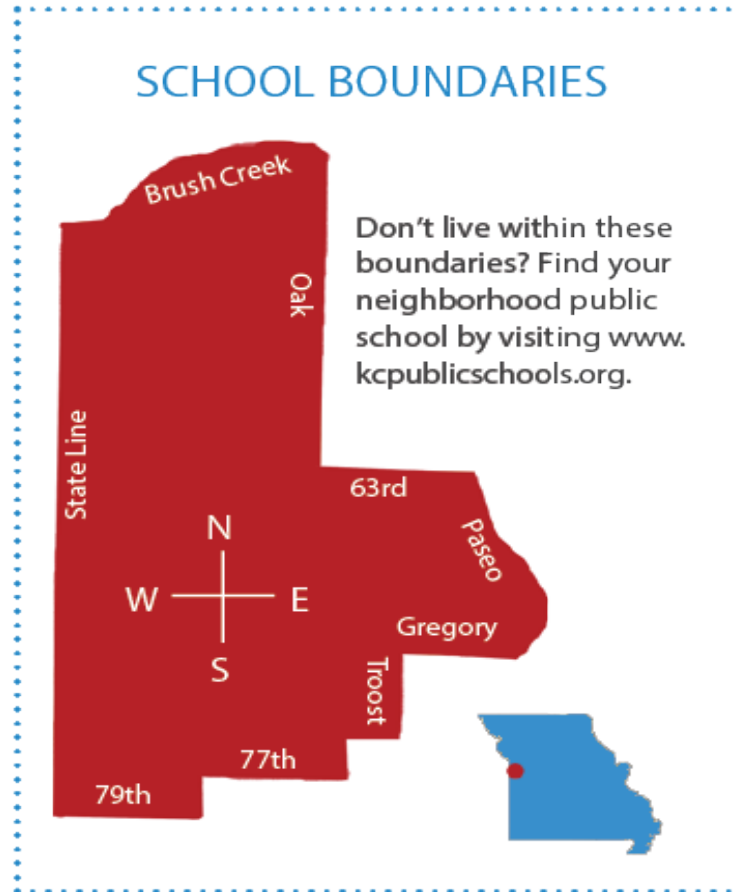


Hale Cook

- Before School & After School Care
- Boundaries to Ensure Diversity
 - Brush Creek on North
 - South—79th Street
 - East of Paseo & Troost
 - West—State Line



Hale Cook Boundaries



Early Childhood

Head Start: 706 children

Woodland (302) & Richardson (404)

Early Childhood: 140 children

Woodland (46), Richardson (20), AC Prep (54), Hartman (20)

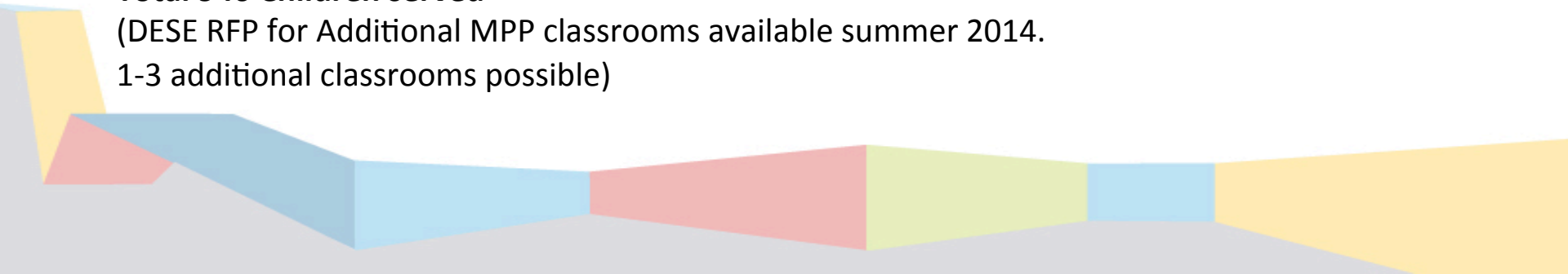
Missouri Preschool Project (MPP): 100 children

Pitcher (40), Paige (40), Troost (20)

Total 946 Children served

(DESE RFP for Additional MPP classrooms available summer 2014.

1-3 additional classrooms possible)

A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

1:1 Digital Initiative

Computer and accessories

- Remaining units on order (Lenovo – X140 Laptops)
- Computer Bags (w/KCPS Logo)
- Computer Carts (can hold up to 36 computers)
 - We size the computer count to class count + 1.



1:1 Digital Initiative

Software

- Microsoft Windows 8.1
- Microsoft Office 2013
- Microsoft 365
- Pearson e-books
- Adobe Reader
- Absolute Software
- Netsweeper Filtering Software



1:1 Digital Initiative

Infrastructure Preparedness

- Expanded Network Link Capacity to Schools (nearly 10x)
- Expanded Wireless Services
- Installed Classroom Technologies
- Increased Internet Capacity (from 300 Mbits/Sec to 1000 Mbits/Sec)
- Network Monitoring
- New Firewalls
- Working with Morenet to reduce proxy server access to students.



INTELLIGENT COMMUNICATIONS



1:1 Digital Initiative

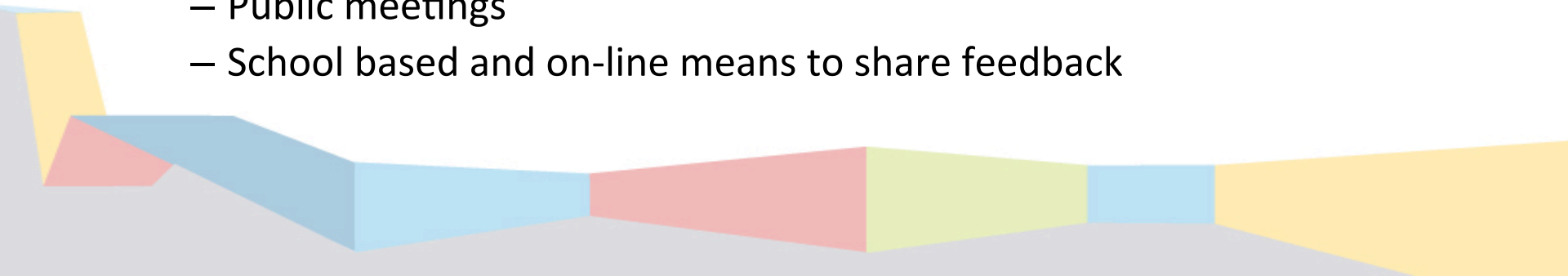
Support

- Mouse Squad Program from Microsoft
 - Partnering with Dr. Cynthia Johnson – KCPS Middle Schools Lead Principal
- Software Monitoring Tools
- Warranty Extension – (coverage up to 4 years)
- Insurance (for computers in grades 5-12)
- Break/Fix Agreements with local Lenovo Repair Centers



Facilities Master Plan

- Planning for today & the future (stability & sustainability)
- Prioritize capital improvements to ensure KCPS facilities support and promote academic achievement
- Establish neighborhood school boundaries & a feeder pattern
- Community-driven process
 - Community Advisory Committee
 - Public meetings
 - School based and on-line means to share feedback

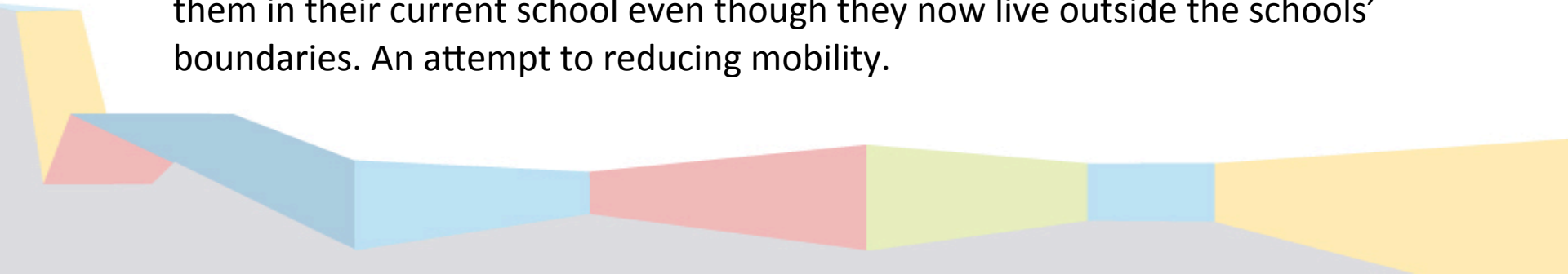


Questions



Feedback

Questions from feedback cards – (March 27, 2014 meeting)

1. What are strategies to recruit new students to the district as numbers drop?
 2. If legislators do away with Common Core, what is the plan B?
 3. Who backs up the building attendance clerk in his/her absence?
 4. Concerning mobility: Has the district considered, for students who move within district, but outside of school boundaries, offering busing to the student to keep them in their current school even though they now live outside the schools' boundaries. An attempt to reducing mobility.
- 
- A decorative graphic at the bottom of the slide consisting of several overlapping, semi-transparent geometric shapes in shades of yellow, light blue, and light red, creating a modern, abstract design.

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date

