Kansas City Public Schools and Department of Elementary and Secondary Education

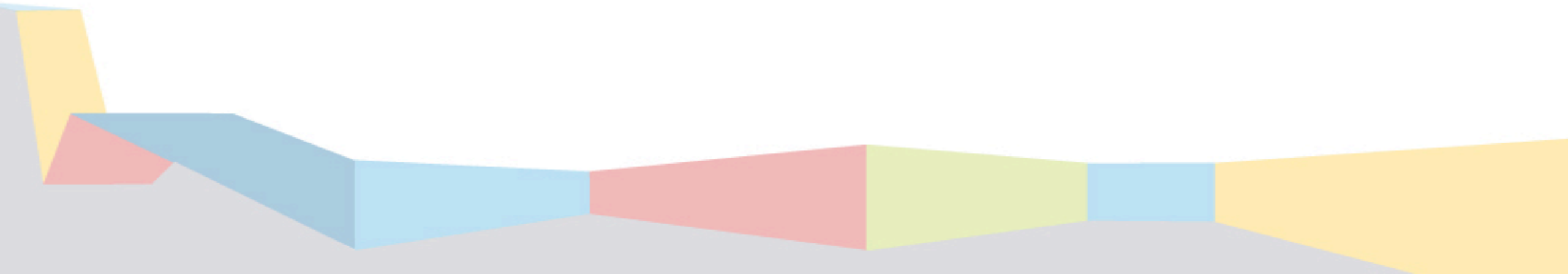
Regional School Improvement Team Meeting

Wednesday, January 29, 2014

KANSAS CITY PUBLIC SCHOOLS

KCPS Office of Early Learning

All children entering Kindergarten prepared to succeed!



Kindergarten Ready

Early Learning Framework
10 Domains of
Child Development

- Physical/Health Development
- Social & Emotional Development
- Approaches to Learning
- Logic & Reasoning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Creative Arts Expression
- Social Studies Knowledge & Skills

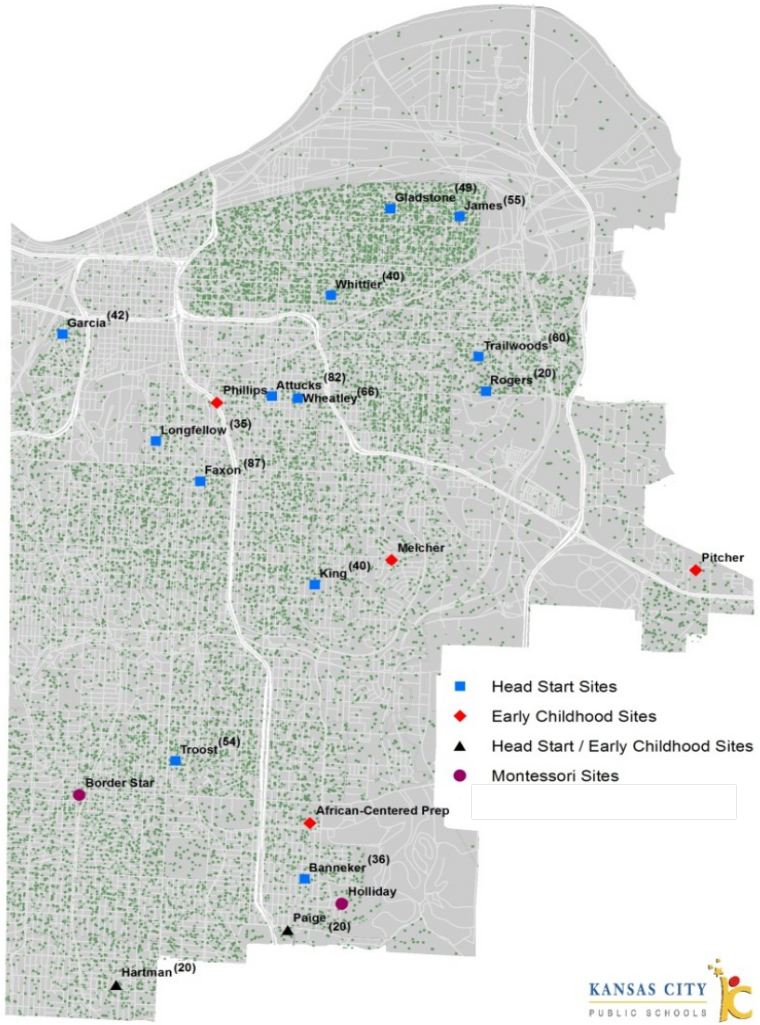
KCPS Head Start Enrollment Plan

KCPS Office of Early Learning Short Term Goals:

- Strengthen core program
- Consolidate existing sites
- Program Expansion

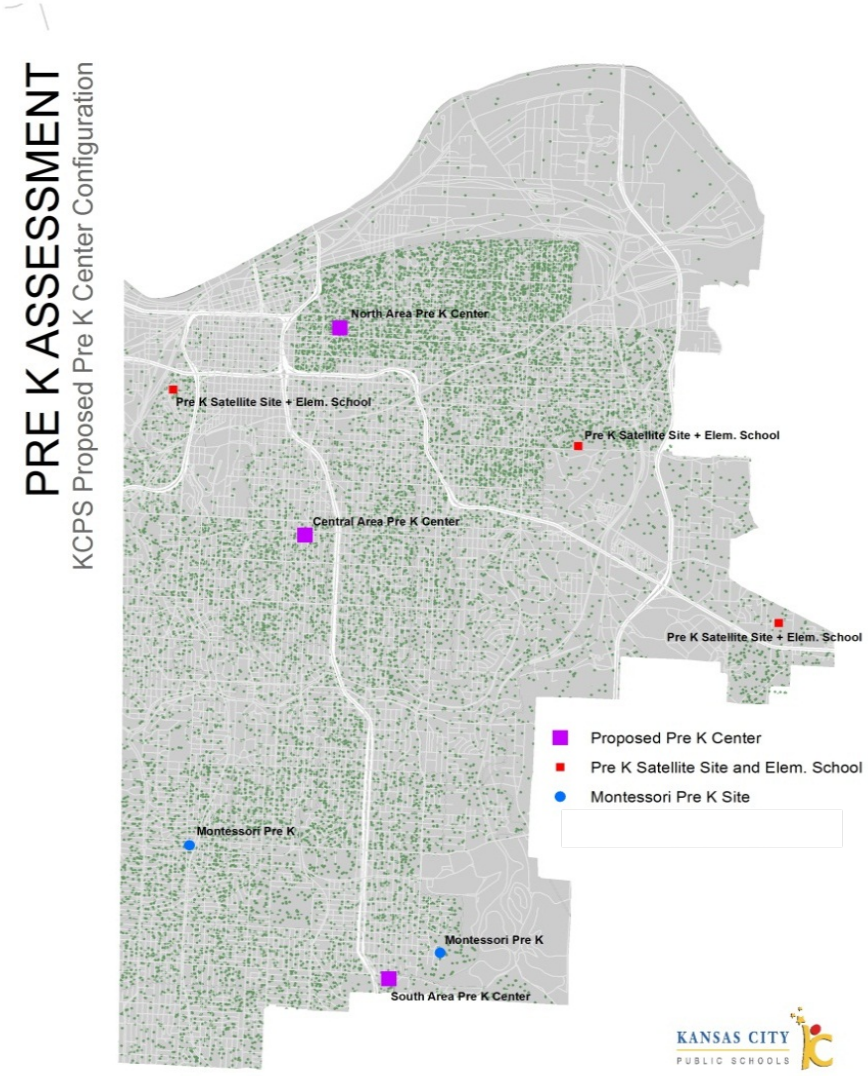
Timeline: August 2014

Early Learning Program Consolidation



Current Head Start program spread across 16 sites

KCPS Early Learning Community Schools
Consolidate & Expand



3 Early Learning <u>Community Schools</u>
3 Existing Elementary schools with
Pre-K programs
2 Montessori schools
Total students served 1,500

Funding sources

- Head Start
- Missouri DSS/DESE
- Parent co-pay (sliding fee scale)

Barriers to Kindergarten Readiness

- Maternal Stress
- Violence and Trauma
- Limited Vocabulary
- English Language learners
- Chronologically ready

Woodland Early Learning Community School

Community Partners:
Gillis Center, Parents As Teachers, LINC, Graceland University, UMKC School of Social Work, Kansas City Public Library, Mattie Rhodes Counseling and Arts Center, Kansas City Community Gardens, United Way (Born Learning Trail/Success By Six), MO Department of Social Services – Divisions of Family Support and Children's Services, Kansas City Parks and Recreation, Francis Institute.

Early Learning Community School

Early Learning Program Expansion

State of Missouri

Department of Health and Senior Services
Child Care Center License

This is to certify that KANSAS CITY PUBLIC SCHOOLS Number 001939282 at the location known as 711 WOODLAND AVE KANSAS CITY, MO 64106-1746 County of JACKSON is hereby granted this license to conduct and maintain a Child Care Center. This Child Care Center is licensed to care for a total of 325 boys and girls ages 36 MONTHS through 5 YEARS; 06:00 AM to 09:00 PM; effective from 01/15/2014 through 12/31/2015

This license is further limited to:

The licensee agrees to comply with the Missouri State Statute Section 210.201 – 259, RSMo and Department of Health and Senior Services Licensing Rules for Child Care Centers.

Direct inquiries about this license to:

Section for Child Care Regulation
3717 S Whitney Avenue
Independence MO 64055
816-.350-5450

Administrator, Section for Child Care Regulation

This certificate must be posted near the entrance of the facility.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Missouri Preschool Project
DESE Awards 5 new Classrooms

Questions

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Desired Results Developmental Profile

DRDP

DRDP Desired Results for Children and Families

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.
- Families support their child's learning and development.
- Families achieve their goals.

DRDP is Based Upon 7 Developmental Domains and 43 Measures

1. Self and Social Development (SSD)
2. Language and Literacy Development (LLD)
3. English Language Development (ELD)
4. Cognitive Development (COG)
5. Mathematical Development (MATH)
6. Physical Development (PD)
7. Health (HLTH)

For each DRDP measures there is a page that includes the definition, descriptors and developmental levels.

The four levels are:

- Exploring
- Developing
- Building
- Integrating

Teachers will use the DRDP to:

- Select materials.
- Plan appropriate activities.
- Ask questions to guide children's learning within their environment.

How will teachers collect evidence to complete a DRDP on each child?

- ✓Looking
- ✓Listening
- ✓Learning

Observing children throughout the day

Collecting Evidence

Evidence is collected over time and in different settings using:

- Anecdotal notes
- Pictures
- Videos and recordings
- Student work
- Documentation collected from families

Portfolios

- Use to organize evidence.
- Available to share with families.
- Shows growth throughout the school year.
- Allows teachers to have a visual of individual children and their needs.

How have or will I use the DRDP in my classroom?

- More descriptive notes.
- Planning opportunities to see each measure achieved.
- More watching, listening and reflecting.
- Asking children open-ended questions.
- Taking more pictures and videos for evidence.
- Sharing DRDP with families at upcoming home visits or Parent/Teacher conferences.

Desired Results for Children and Families brought to you by California Department of Education Child Development Division

http://www.desiredresults.us/index.htm

Questions

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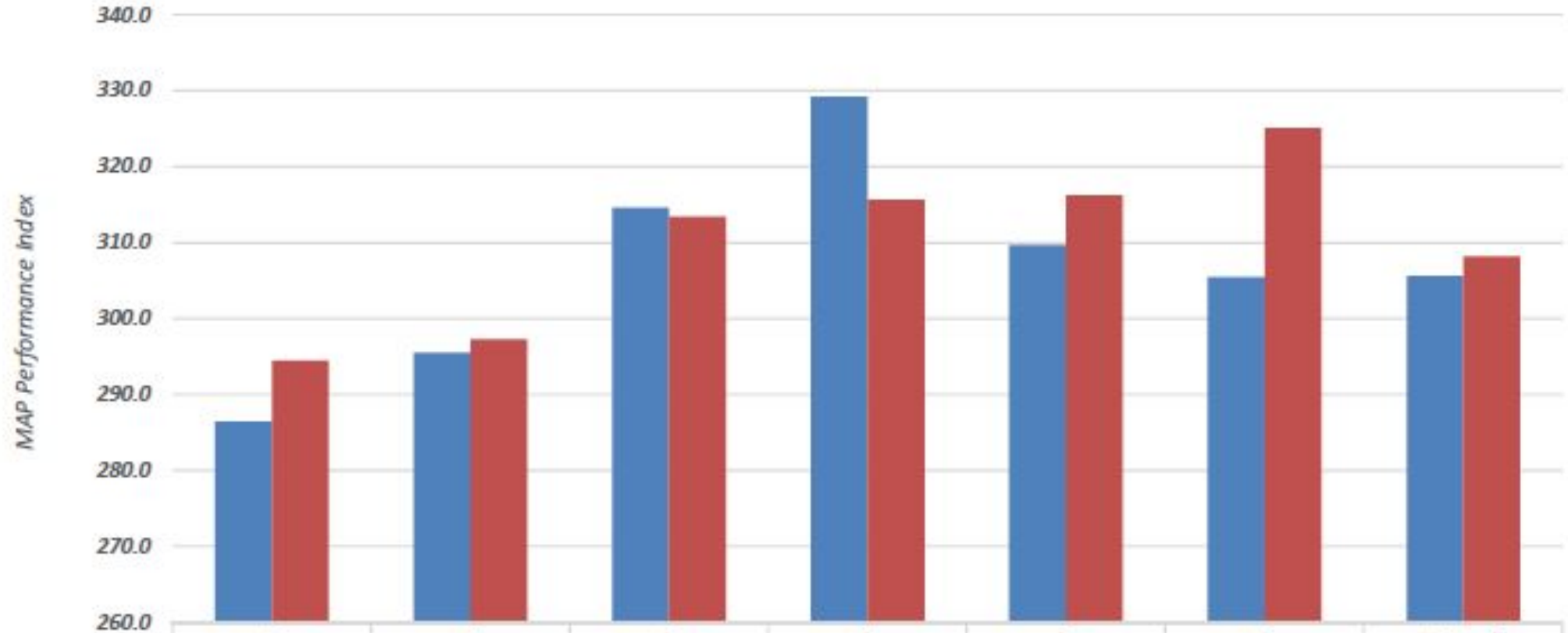
Acuity B & Second Quarter Mock EOC Assessments

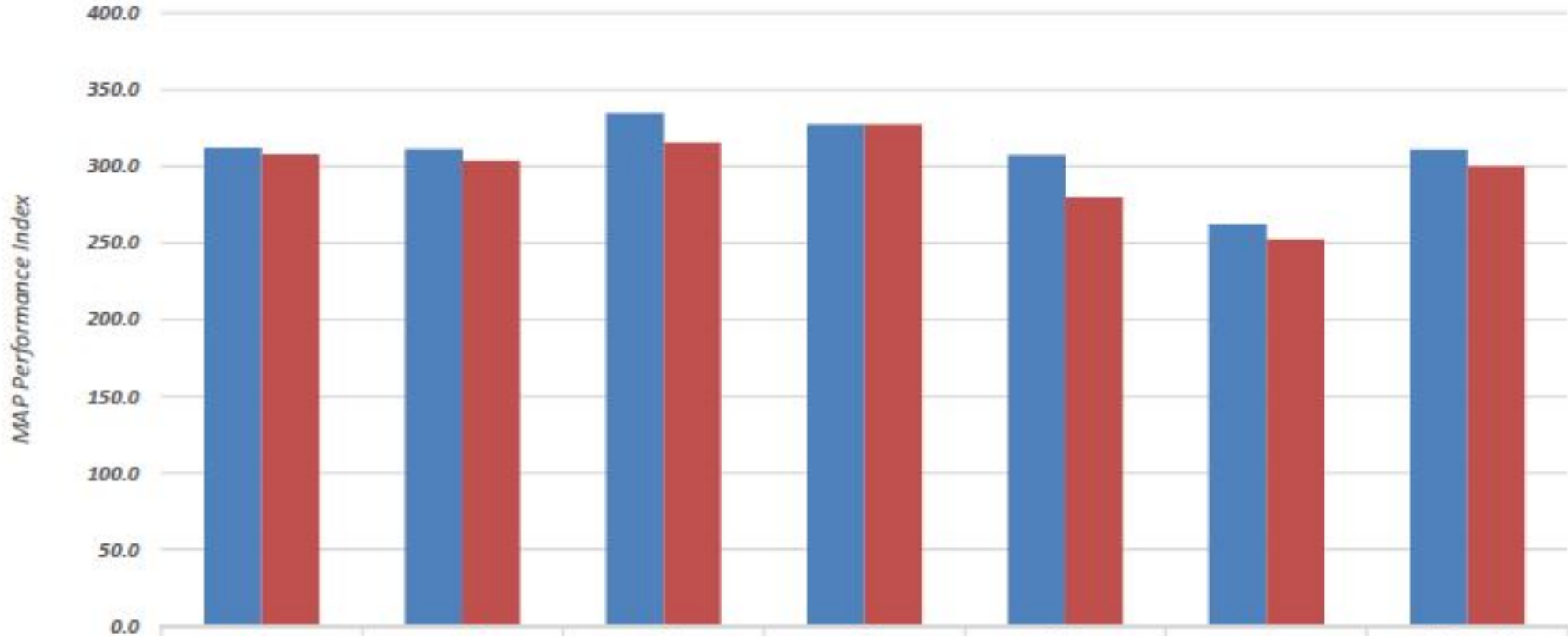
Grades 3-11

Language Arts - Acuity A to Acuity B SY 13-14 by Grade Level



	3	4	5	6	7	8	Total
Acuity A 2014	286.5	295.5	314.7	329.2	309.7	305.5	305.6
Acuity B 2014	294.5	297.3	313.4	315.7	316.2	325.1	308.2

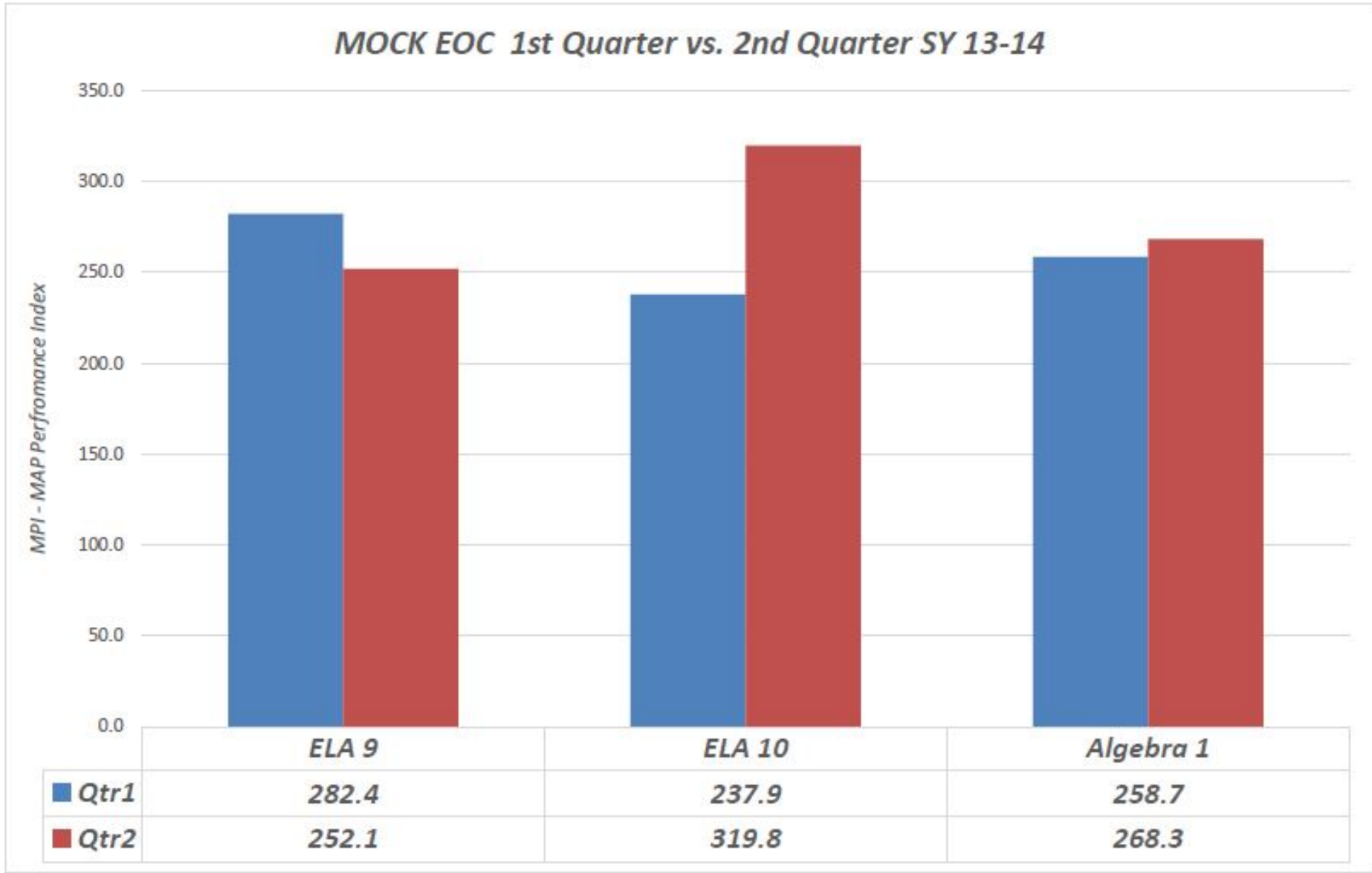
Mathematics- Acuity A to Acuity B SY 13-14 by Grade Level



	3	4	5	6	7	8	Total
Acuity A 2014	312.0	311.5	334.8	327.4	307.6	262.1	311.1
Acuity B 2014	307.8	303.5	315.3	327.3	279.8	252.3	300.0

Changes Between Acuity A and Acuity B

- New Resources - K-5 Envisions and 6-8 Digits
- K-8 Pacing Guides
- Highly tested GLEs will be embedded in the third and fourth quarter units
- Math Professional Development


MOCK EOC 1st Quarter vs. 2nd Quarter SY 13-14
MPI - MAP Perfromance Index
350.0
300.0
250.0
200.0
150.0
100.0
50.0
0.0
ELA 9
ELA 10
Algebra 1
Qtr1
282.4
237.9
258.7
Qtr2
252.1
319.8
268.3

Mid-Year MAP Performance Index (MPI)

ELA District Goal 303.7	End of First Semester MPI Benchmark 308.2
Math District Goal 301	End of First Semester MPI Benchmark 300

At the end of first semester:

- 67.7% of our schools earned ELA Growth Points
- 54.8% of our schools earned Math Growth Points
- 48.4% of our schools earned Growth Points in ELA and Math

War Room

School-Wide Assessment Teams (S.W.A.T.)

After reviewing the data of Acuity B and 2nd Quarter Mock EOCs:

- Mid-Year S.W.A.T. teams were formed
- S.W.A.T. team members consist of: Assessment, Curriculum and Instruction, School Leadership and Cabinet Members
- Schools were placed in three tiers based on their Annual Progress Report (APR) Scores. Tier 1 meetings began the week of January 21-24
- S.W.A.T. teams' purpose…urgency and support
- C & I Impact from the Mid-Year S.W.A.T. Meetings
- School Leadership's Focus

Questions

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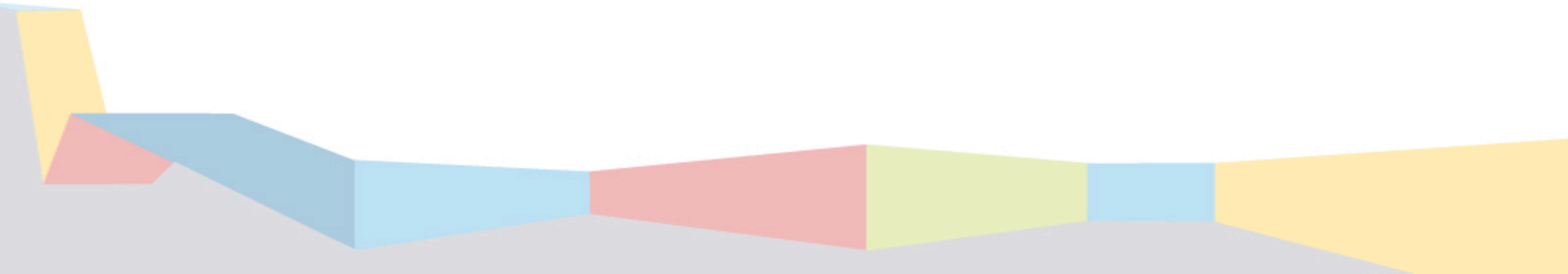
Full Court Press 2

Curriculum and Instruction

3RD QUARTER'S INSTRUCTIONAL FOCUS



Third Quarter Instructional Impact

Adjustments made:

- Realigned the pacing guides to assure that the highly tested GLEs and CLEs are covered before the administration of the MAP and EOC.
- Identified gaps in teacher knowledge of effective use of resources and instructional strategies.
- Designed and delivered professional development to address the identified gaps.
- Reiterated instructional expectations for SY2013-2014.

Third Quarter Instructional Impact

Adjustments made:

- Continued to provide afterschool professional development sessions and job embedded professional development on effective teaching of the highly tested GLEs and CLEs.
- Assessed the impact of district Literacy Plan through classroom observations by district curriculum coordinators and coaches.
- Extended the use of on-line resources such as Successmaker, Gradpoint, digital tutorials and Imagine Learning courses to provide personalized approach to instructional interventions.
- Continue to support the work of data teams.

Dialogue with Building Leadership

- Revisited how to access on-line district curriculum documents and resources.
- Demonstrated digital resources.
- Created reference guide for principals on classroom instructional “look fors.”
- Presented content-specific curriculum updates and second semester focus areas.

CIPD Impact at School-wide Assessment Team Meetings

- Engage teachers and building leadership in discussions regarding student achievement data.
- Direct teachers to specific curriculum resources to meet instructional needs of students.
- Help teachers identify appropriate instructional strategies.
- Identify what professional development support is needed by individual teachers and a method for delivery.
- Provide follow-up visits and feedback to teachers and building leadership.

Questions

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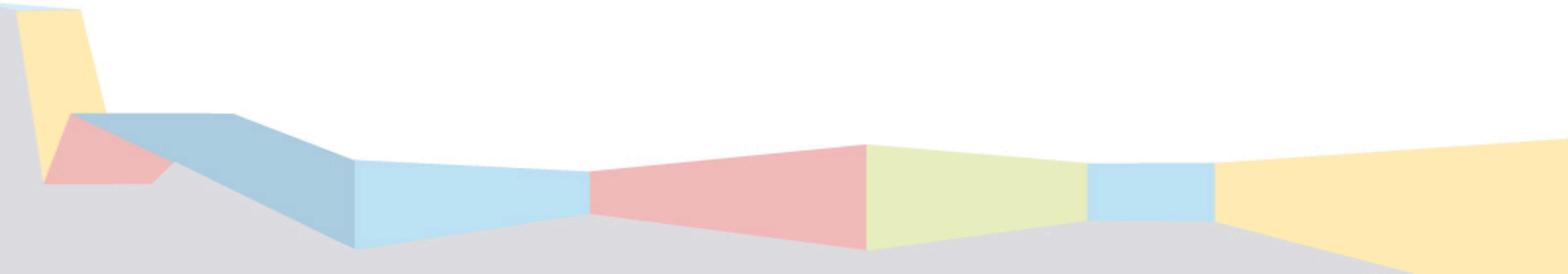
Full Court Press 2

School Leadership

3RD QUARTER'S INSTRUCTIONAL FOCUS



Learning-Focused Leadership

1. Building Learning-Improvement Agenda Aligns with District Agenda
2. Team-based Leadership
3. Data-based Practice (data anchors improvement work)
4. Differentiation of Instruction
5. High Expectations for All
6. Distribution of Expertise (Data Teams)

Positive Outliers

- Christy Harrison, Elementary Principal
  Trailwoods Elementary School

- Tommy Herrera, Secondary Principal
  East High School

A Plan for Replication of Success

- Principal Training & Support–Highly Tested GLE's and Pacing Guide to ensure the principal can effectively monitor the teaching & learning.
- Better alignment of what is being taught with what is being tested.
- Principal will increase oversight and collaboration with Instructional Consultants/Coaches.
- Monitor the effective use of Formative Assessment.

A Plan for Replication of Success

- School Leadership will attend Building Leadership Team Meetings.
- Principals will conduct Data Meetings with each teacher.
- Building Learning Teams will conduct bi-monthly informal interactions with teachers via Data Teams on effective instructional strategies such as Close Reading, Small Group, Effective Questioning, Differentiated Instruction.
- Utilization of information and insights gained from our School-wide Assessment Teams (S.W.A.T.)

School-Wide Assessment Teams (S.W.A.T.)

- Schools were divided into 3 Tiers – MSIP 5 Criteria
- Principals provided teacher data
- Principals identified teachers for Data Meetings with S.W.A.T. Teams
- S.W.A.T. Teams Mission: Urgency and Support for Success
- Principal led & Teacher Perspective Presented

S.W.A.T. Meetings

Lessons Learned

- Better Alignment with Acuity B, Quarter EOCs, District Curriculum, Pearson Resources, & Principal Monitoring
- Fidelity of Implementation of Student Tracking Forms
- Struggling Teachers Implementation of District Curriculum & GLE's and CLEs—Instructional Roadmap

S.W.A.T. Teams: Lessons Learned

- Test-Taking Skill
- Academic Language
- Contextualize Learning
- Attendance Tracking & Focus
- Accountability for Teacher Mentors
- Extended Learning
    - Winter Break
    - Spring Break

S.W.A.T. Teams: Customized Response Options

- Coaches re-assigned
- Departmentalization
- Hire temporary support staff
- Use displaced teachers as Academic Support
- Increase collaboration with LINC

Questions

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Feedback

Questions from blue cards –

RSIT Breakout Discussion

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Feedback/Requests

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Monthly Meeting Date

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