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 Community Schools
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

Missouri Preschool Project
DESE Awards 5 new Classrooms
Questions
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
Acuity B & Second Quarter Mock EOC Assessments

Grades 3-11
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
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<th>1st Quarter</th>
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<th>3rd Quarter</th>
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Mid-Year MAP Performance Index (MPI)

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<th>End of First Semester MPI Benchmark</th>
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<table>
<thead>
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<th>Math District Goal</th>
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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
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
Full Court Press 2
School Leadership

3\textsuperscript{rd} 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
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
Feedback

Questions from blue cards –
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date