Regional School Improvement Team (RSIT)

September 3, 2020

KANSAS CITY PUBLIC SCHOOLS
1. District's Plan to ensure all students participate and receive meaningful Interaction with Teachers
Ensuring All Students Participate

• District staff contacted parents to survey regarding their instructional option for their student (~12,000)
• Students were placed in the option chosen (Virtual Academy or Distance Learning)
• All students were provided with devices
• Device pick-up took place August 24th – September 4th
Ensuring All Students Participate

• On the first week of student return, all schools will complete a tracking form: logging in and submitting assignment
• Students will be immediately contacted by school personnel and Student Support Services personnel if they have not logged on
• After three days of not logging on and the inability to contact parents, a home visit will be conducted by the school personnel, Office of Student Support Services, or Dropout Prevention Team
Teacher Expectations

Distance Learning Teacher Workday
*The instructional minutes per day must meet the minimum required and approved by DESE under the alternative instructional models for SY20-21

Teacher workday will be a 7-hour workday. Teacher workday schedule is based on the needs of the students they serve. For example, high school students may not be best recommended to start virtually at 7:20 am. Schools reserve the right to provide a more flexible schedule to garner the best participation of students. Therefore, the daily schedule is flexible and will be agreed upon by administration and building leadership team.

1. 1-hour uninterrupted plan time
2. 1-hour duty-free lunch
3. 30 minutes- PLC
4. 30 minutes – Office hours

Daily synchronous whole group instruction will follow the following guidelines:

Elementary Daily Breakdown:
1. 105 Minutes Synchronous (Live, w/the teacher via video conferencing) (Whole Group – all students)
2. 135 Minutes Synchronous (Live, w/the teacher via video conferencing) (Small Group intervention based upon data)
# Teacher Expectations

<table>
<thead>
<tr>
<th>Action/Plan</th>
<th>Open for business as usual</th>
<th>Blended Learning</th>
<th>Virtual Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom layout/supplies</td>
<td>Set up classroom following social distancing guidelines. Establish routines for sanitizing hands entering and leaving classrooms. Establish routines for clean-up especially high-touch areas in the classroom (cleaning items, hand sanitizer). Establish classroom procedures for the distribution and use of supplies in the classroom. Consider individually stocked supply boxes, assigned to each student (E). Students carry daily supplies in backpacks (S). Flexible seating should only be utilized if the same student will use the seating throughout the day. It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation.</td>
<td>Maintain spacing for reduced size of student groups. Follow routines for clean-up especially high-touch areas in the classroom using district provided supplies. Establish procedures for distribution and use of individual student supplies in the classroom setting. Determine an at home school supply list for each grade level for at home instructional use. Procedures for technology usage should be in place for use in the classroom and at home (device and hotspot if needed). Follows the building procedures for the &quot;take home&quot; and utilization of student devices. Flexible seating should only be utilized if the same student will use the seating throughout the day. It is not recommended that there be any areas in the classroom that allow multiple opportunities for students to congregate due to safety and sanitation.</td>
<td>Schools must establish a procedure for distribution of student supplies to families for students to be able to work from home. All students must have access to technology (device and hotspot if needed). Supplies could include: workbooks, books, notebooks, pencils, crayons, glue sticks, pencils, etc. (can be based on school supply list as needed). All reading resources will be in book format and digital format. Teachers should utilize all digital apps that have been supplied by the district. Guidelines for length of instruction, amount of time required for teacher and student meetings, etc. will be established by the district.</td>
</tr>
<tr>
<td>Community building</td>
<td>Daily community building with homeroom teacher. Daily student check-in with teacher as entering the classroom.</td>
<td>Daily community check-ins in person or via chosen district virtual platform with homeroom teacher, students in the classroom and student learning from home.</td>
<td>Daily community check-ins via Zoom/Teams with a teacher suggested: 20-30 minutes. Virtual temperature checks via a google form (teacher can check these and reach out to students as needed).</td>
</tr>
<tr>
<td>Lessons</td>
<td>Daily lessons as usual, following the district curriculum. Utilize workshop structure for lessons to ensure adequate time for small group instruction and remediation needed to support learning loss. Beginning of the day/hour: breakfast in the classrooms (E), morning Do Now after breakfast in Google Classroom (E), (S) First 3-5 minutes of the hour, work on a Do Now. We need to have at least one activity on Google Classroom per day.</td>
<td>At the building - Use district provided curriculum. Utilize the workshop model. Whole Group - Students in their seats. Centers - One student per center. Task Menu - Activities where students have to work together in person. Utilize a virtual platform for any collaborative work.</td>
<td>Elementary for departmentalized, non-departmentalized and encore (still need input for SPED and middle-school). Link to weekly overview for subject areas and encore schedule Evidence of Learning: K-2 taking pictures of their work and uploading to Seesaw 3-6: Short quiz Exit tickets Short video (via flipgrid for example). Add short sticky note thoughts to K-2 Seesaw 3-12 Google Classroom (encore has their own classroom where their assignments are grouped together).</td>
</tr>
<tr>
<td>Platform</td>
<td>K-2 Seesaw 3-12 Google Classroom</td>
<td>K-2 Seesaw 3-12 Google Classroom</td>
<td>K-2 Seesaw 3-12 Google Classroom (encore has their own classroom where their assignments are grouped together).</td>
</tr>
</tbody>
</table>
Questions and Answers
2. 2020 Summer School Report

Dr. Christy Harrison
Director of College Access
• Quest is a digital summer experience for students entering grades K-12.

• **Quest is designed to allow students flexible learning opportunities to engage in curriculum at their own pace with personalized learning experiences.**

• Courses will be offered at every grade level and credit will be awarded at grades 9-12.
• Session 1: June 1-June 26

• Session 2: July 6-24 (Secondary)

• Online applications enrollment extended to May 29

• Second Session Enrollment Opens June 8-June 19
<table>
<thead>
<tr>
<th></th>
<th>SS19</th>
<th>SS20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>5556</td>
<td>3429</td>
</tr>
<tr>
<td>No Show</td>
<td>480</td>
<td>680</td>
</tr>
<tr>
<td>Attending</td>
<td>5076</td>
<td>2749</td>
</tr>
<tr>
<td>Total Hrs</td>
<td>408,990</td>
<td>397,124</td>
</tr>
</tbody>
</table>
Incentives

**Weekly Gift Card Drawings**
- Students were entered into a weekly drawing for a $35 gift card for completing all assignments. One card per grade level was drawn.

**Nintendo Switch Bundle**
- Students who completed all of summer school were entered into a drawing to earn one of two Nintendo Switch Bundles with a game.
## Summer School Virtual Hubs

<table>
<thead>
<tr>
<th>Neighborhood School Zone</th>
<th>Summer School Sites Virtual Hub</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garcia, Phillips, Garfield</td>
<td>Garcia</td>
<td>Jacqueline Tanner</td>
</tr>
<tr>
<td>Gladstone, James, Whittier</td>
<td>Gladstone</td>
<td>Kelly Coble</td>
</tr>
<tr>
<td>Faxon, Longfellow</td>
<td>Longfellow</td>
<td>Bryan Hart</td>
</tr>
<tr>
<td>Hale Cook, Hartman, AC Prep Lower</td>
<td>Hartman</td>
<td>Stacy Moore</td>
</tr>
<tr>
<td>Melcher, King, Pitcher, Knotts</td>
<td>Melcher</td>
<td>Lakeisha Paul</td>
</tr>
<tr>
<td>Wheatley, Rogers, Trailwoods</td>
<td>Rogers</td>
<td>Chad Kinkade</td>
</tr>
<tr>
<td>Banneker (Not Enrolled in Banneker Currently), Troost</td>
<td>Troost</td>
<td>Gwendolyn Litzsey</td>
</tr>
<tr>
<td>FLA, Carver</td>
<td>Carver</td>
<td>Debra Lainez</td>
</tr>
<tr>
<td>NEM, CMS, Lincoln Middle, Paseo Middle, AC Prep Middle</td>
<td>Central Middle</td>
<td>Kyle Fuchs</td>
</tr>
<tr>
<td>Central HS, Southeast HS</td>
<td>Southeast</td>
<td>Shanelle Smith</td>
</tr>
<tr>
<td>East HS, Northeast HS</td>
<td>East</td>
<td>Bryan Vanosdale</td>
</tr>
<tr>
<td>Lincoln, Paseo</td>
<td>Lincoln College Prep</td>
<td>Geoffrey Tallboy</td>
</tr>
<tr>
<td>Early College Academy, Middle College</td>
<td>Penn Valley</td>
<td>Pamela Pearson</td>
</tr>
<tr>
<td>Success Academy Anderson/Missouri Option</td>
<td>Anderson @ SEHS</td>
<td>Lejuan Johnson</td>
</tr>
</tbody>
</table>
Virtual Professional Development

All Teachers District Google Classroom:
May 22-May 28

Principal Staff Meetings:
May 27 10:00 am
Curriculum Overview

• Teachers assigned pre-created lessons and mini lesson videos through digital platforms that targeted specific skills and concepts within identified standards.

• Teachers met virtually with students to address misconceptions in students work, support, reteach, extra practice with concepts, or extension in small groups.

• Flexibility was the KEY!
Elementary Curriculum

Quest curriculum lessons in Math, Science, ELA and Social Studies

• focused on mastery of selected high leverage grade level standards from the student's previous grade level. (ex. Student rolling into 6th grade for summer school will be focused on mastering selected 5th grade standards.

• Example: summer school 5th grade science standards scored low during the school year, these standards were selected for reteaching and practicing the concepts within the standards for mastery to close gaps better prepare students for the 6th grade physical science standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instructional Mini-Lesson Video Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.PHL.4.1</td>
<td>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</td>
</tr>
<tr>
<td>Instructional Mini-Lesson Video Link</td>
<td>Instructional Mini-Lesson Video Link</td>
</tr>
<tr>
<td>Conservation of Matter Slide Show/Demo</td>
<td>Conservation of Matter Slide Show/Demo</td>
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<tr>
<td>Assignmen</td>
<td>T</td>
</tr>
<tr>
<td>Standard</td>
<td>Instructional Mini-Lesson Video Link</td>
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<tr>
<td>S.PHL.4.1</td>
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<tr>
<td>Instructional Mini-Lesson Video Link</td>
<td>Instructional Mini-Lesson Video Link</td>
</tr>
<tr>
<td>Prove It</td>
<td>Prove It Assignment</td>
</tr>
</tbody>
</table>
Middle School Curriculum

Introduction to Middle School Curriculum and Passion Projects

• Summer School will be focused on exposing students to incoming grade level standards that are typically low scoring on assessments. This will give students an introduction and prior understanding of the standards to prepare students for the incoming school year.

• Middle school students will also complete a Passion Project for further practice in researching and writing.

• Example: 8th grade math
High School Curriculum

- Odysseyware Courses for original credit and credit recovery.
  - Recover to get back on track
  - Free up space for advanced course work

- ELL Courses
- Middle College
- MO Option
- Early College Academy
Questions and Answers
3. Plan to Address Learning Loss/Student Deficits

Dr. Michelle Fitzgerald
Assistant Superintendent CIPD
Addressing Student Deficits

• Use data from diagnostic, interim, and formative assessments to gauge students' level of understanding and mastery. Teachers will utilize daily pulse checks to monitor and drive instruction.

• Design synchronous learning opportunities for whole group and intentional small group – which student, which standard, which strategy.

• Design asynchronous learning opportunities for students to set learning or reinforce learning (Google Classroom, Seesaw, Odysseyware).

• Some teachers may offer tutoring and additional opportunities for students to learn needed skills
Addressing Student Deficits

• Provide additional opportunities for students with reading and math deficits to utilize free online learning platforms like Khan Academy.

• Student schedules will be fluid in order to provide the right support for each student. Support reading / math classes may have to take place throughout the day.

• Utilize every available opportunity to increase instructional time for core subjects. Core classroom teachers may have to work with students during their elective classes when applicable.
<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher - Led (Synchronous)</strong></td>
<td><strong>On-line (Asynchronous)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Target</strong></td>
<td></td>
<td><strong>What do we want students to know and be able to do?</strong></td>
</tr>
<tr>
<td><strong>Check for Understanding</strong></td>
<td></td>
<td><strong>How will you know students have learned it?</strong></td>
</tr>
<tr>
<td><strong>Lesson</strong></td>
<td></td>
<td><strong>How will students learn it?</strong></td>
</tr>
<tr>
<td><strong>Small Groups</strong></td>
<td></td>
<td><strong>Online Resources / Digital Tools</strong></td>
</tr>
<tr>
<td><strong>Collaborative Tasks/ Stations</strong></td>
<td></td>
<td><strong>Suggested Digital Tools</strong></td>
</tr>
</tbody>
</table>
### Adjusted Student Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Phys Ed</td>
<td><strong>Math Support</strong></td>
<td><strong>Math Support</strong></td>
<td>Phys Ed</td>
<td><strong>Math Support</strong></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
</tbody>
</table>

- Student is struggling in Algebra 1 and receives additional support by reducing time spent in non-core class.
- Math interventionist and math teacher partner to provide additional time focused on moving student toward mastery and meeting created learning goals.
- Time spent in physical education class is limited until math goal is met. Physical education teacher creates learning plan so that student still receives a grade.
Questions and Answers
Meeting the Social and Emotional Needs of Students Using A Telehealth Delivery Model

Dr. Lateshia Woodley
Executive Director
Student Support Services

KANSAS CITY PUBLIC SCHOOLS
Wellness Checks

Whole Child Wellness Checks

• Counselors and School team Check-ins
• Clinicians Referrals for students with "no-contact"
• No Contact Wellness Checks
• Community Collaborations
Social & Emotional Supports

Student & Family Supports

• Support Hotlines
• Tele-Health Implementation
• Plaza Program Virtual Family Support Meetings
• Collaborations with Students In Transition, SPED, ELL
Social & Emotional Supports KCPS Staff

- Mindful Mondays
- Tuesdays & Thursdays Yoga
- Wellness Wednesdays
  CCR Circle of Support Meeting
- Stress Free Fridays Box-Out
- Employee Assistance Program (EAP)
What is Tele-Health

Tele-Health Defined by the US Department of Health and Human Services

“The use of electronic information and telecommunication technologies to support long-distance clinical health care, patient and professional health-related education, public health and health administration.”
DISTANCE THERAPY BENEFITS WITH CHILDREN

• Personal:
  • Less self-consciousness
  • Increased personal space
  • Decreased privacy concerns:

• Clinical
  • Bridges the gap between specialist supply and demand
  • Schools and primary care offices may reduce perceived stigma
  • School-based mental health services improve attendance.

EFFECTIVENESS RESEARCH 15-25 YEARS OLD

Research Objective: Access Text Based Online Counseling services, their motivations for access, and their perceptions about factors believed to influence effectiveness.

• There was an increased sense of safety from negative perceptions of social skills and due to counselor response.
• Counselor’s interpersonal skills increased effectiveness.
• Text-based communications were favored.
Tele-Health Training

NATIONAL ASSOCIATION OF SOCIAL WORKERS

This Certificate of Completion is awarded to

Lateshia Woodley
State License Number ______________________

Technology in Social Work Practice: Standards of Practice
Completion Date: 4/7/2020 2:31 PM (GMT-05:00) Eastern Time (US & Canada)

2.00 Ethics

Continuing Education Credits - Ethics, Social Work, Social Work and Technology - Self Study

Elizabeth Cwalnie, Ph.D., LMSW, Yvonne Chase, Asst. Prof. & Contributing Faculty

NASW-SB CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers-0000

NASW: 2004024A

West Virginia: 48003

Michigan: MAC200007

NATIONAL ASSOCIATION OF SOCIAL WORKERS

32
Families Served April 1 – June 30

Total Served 4683
New 1125

- Crisis 99
- Housing 31
- Criminal Justice 14
- Immigration Assistance 5
Hippa Compliant Platform
Next Step in Tele-Health Implementation

School-based Telehealth program
5. Comprehensive School Improvement Plan

Mr. David Rand
Executive Director Research and Accountability

Dr. Lloyd Jackson
Assistant Superintendent of School Leadership
Focus on Data and Professional Development

• Targeted use of data (online engagement, assignment completion, etc.)
• Individual school assignments for Research and Accountability staff (data teams)
• Integrating 4th quarter standards into next school year
• Continued professional development around learning in a distance or hybrid model
Assessment for Learning

• i-Ready Diagnostic (K-9th Grade)
  • Reading and Math
  • Fall - September 21-October 2 (1st-9th only)
  • Winter – January 5-15 (K-8 and Tier 3 9th)
  • Spring – April 20-30 (K-8 and Tier 3 9th)

• District Interim Assessments (K-12th Grade)
  • Reading, Math, Science and Social Studies
  • November 2-6, January 25-29, March 22-26

• ELL and Dyslexia Screening
  • ELL September 8-18, Dyslexia September 8-25, January 19-29, May 17-June 4

• Ongoing Formative Assessment
Assessment of Learning

• WIDA ACCESS
  • ELL Students Grades K-12
  • Speaking, Listening, Reading, and Writing
  • January 25-February 5

• End-of-Course (EOC)
  • English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology and Physical Science
  • Fall Window – December 1-18
  • Spring Window – May 3-28

• Missouri Assessment Program (MAP)
  • ELA and Math Grades 3-8, Science Grades 5 and 8
  • May 10-28
  • MAP-A – ELA and Math Grades 3-8 and 11, Science Grades 5, 8 and 11
Continued Support from District

- Continued Professional Development around PLC/RTI/PST and how the three are integrated to support student learning

- Stronger Collaboration between CIPD, School Leadership, and Research and Accountability through comprehensive school walks
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Setting attendance goals for the campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Are the SEL needs of students addressed</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Visits—Synchronous/Asynchronous</td>
</tr>
<tr>
<td>Data</td>
<td>Data Consultations with schools</td>
</tr>
</tbody>
</table>
Questions and Answers
Feedback/Requests
Regional School Improvement Team

Thank you

Our Next RSIT is November 19, 2020