

KANSAS CITY
PUBLIC SCHOOLS



Regional School Improvement Team

February 25, 2021





Virtual Academy Update on First Semester

By Dr. Christy Harrison

Academic Support

Students meet with their teacher and peers for whole group and small group instruction throughout the day. KCVA utilizes a blended learning model of virtual instruction to support student needs.

- Multiple academic support options for students:
 - Dedicated classroom and content level teachers
 - Tier 1 support for asynchronous lessons
 - Tier 2 and 3 support via flexible small groups and intervention
 - Tutoring
- Advisory Period (High School)
- Reading Intervention (Elementary)
- Home visits and in person support at the Board of Education building with teachers
- Student supplies tailored to the curriculum
- Customized courses aligned to the district curriculum provided through Google Classroom, Seesaw, and Odysseyware



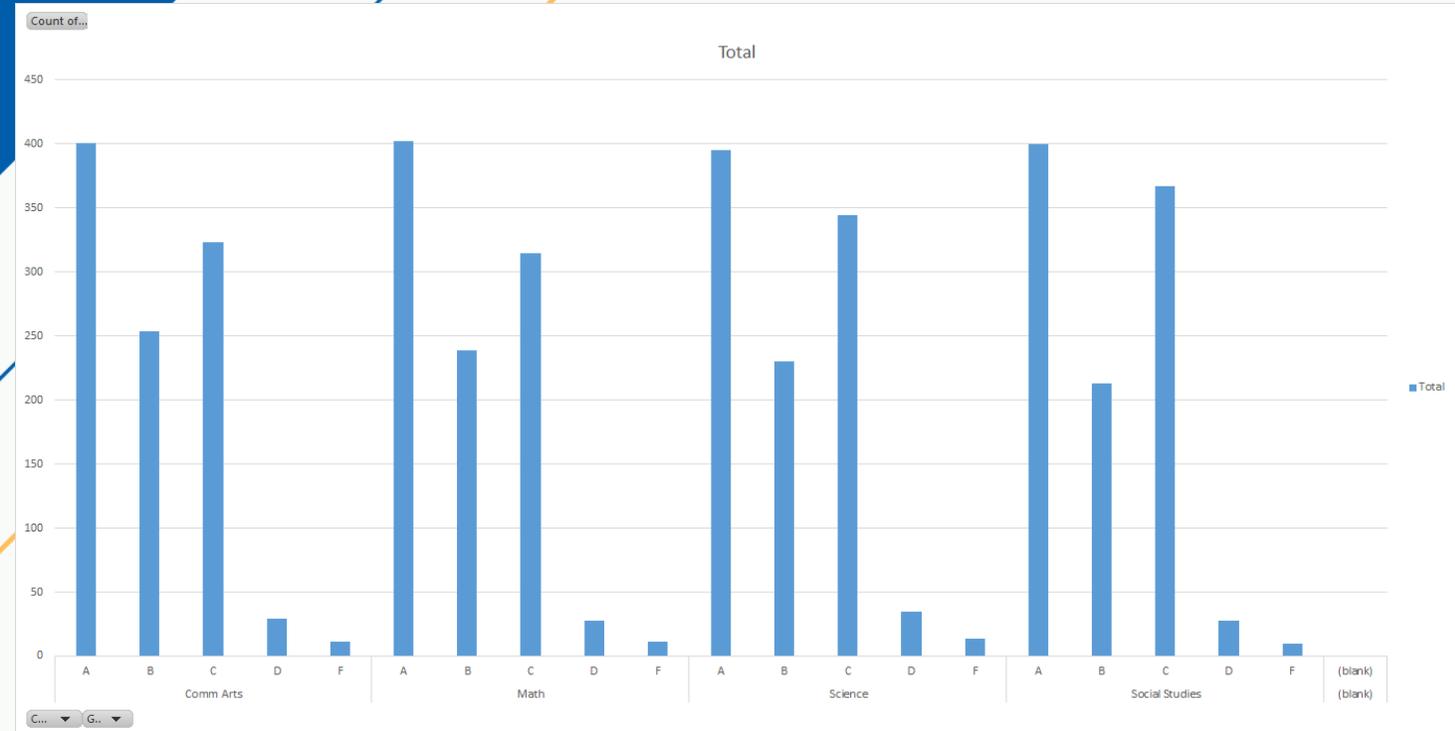
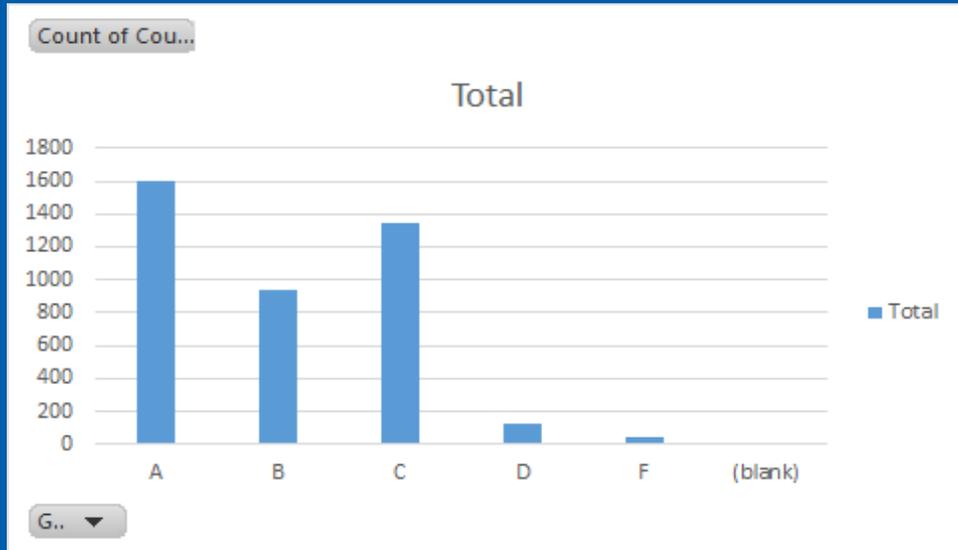
Semester 1 Enrollment by Grade

Grade	Total
K	114
1	165
2	164
3	145
4	141
5	170
6	128
Total	1027

Grade	Total
7	153
8	186
9	112
10	103
11	116
12	95
Total	765

Total Enrollment: 1792

Elementary: Grades



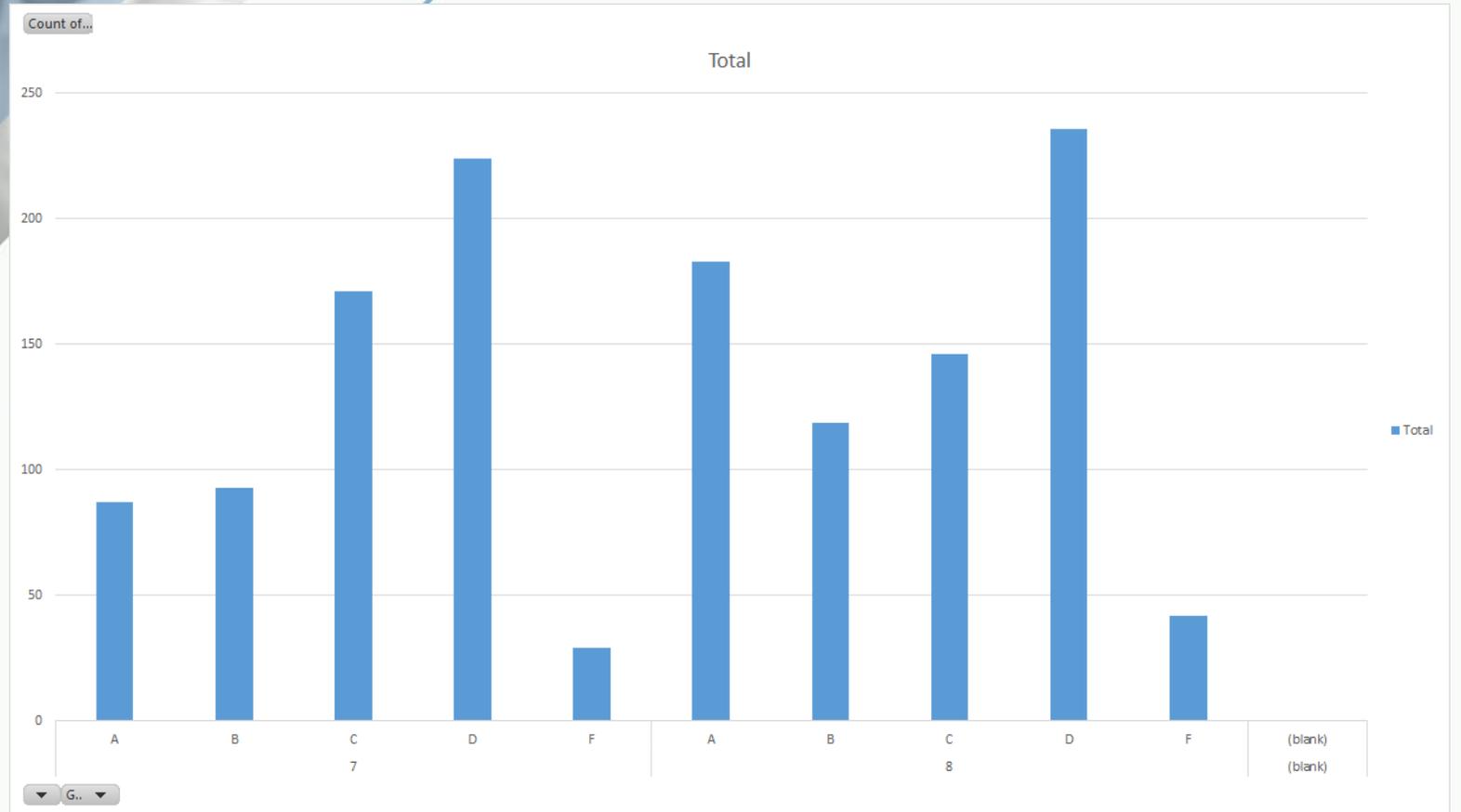
Students who did not complete their coursework

33/1027 (3.2%)

Middle School: Grades

7th Grade	
A	87
B	93
C	171
D	224
F	29

8th Grade	
A	183
B	119
C	146
D	236
F	42



High School Course Grades by Grade Level

9th Grade		10th Grade		11th Grade		12th Grade	
A	210	A	191	A	210	A	133
B	143	B	147	B	180	B	104
C	105	C	80	C	26	C	9
D	23	D	8	D	12	D	5
F	1	F	1	F	0	F	0
Incomplete	75	Incomplete	54	Incomplete	64	Incomplete	27

Students who did not complete their coursework: Middle and High School

220/1839 (11.9%)



Semester 2 Enrollment by Grade

Grade	Total
K	94
1	136
2	143
3	131
4	136
5	140
6	109
Total	889

Grade	Total
7	121
8	137
9	105
10	103
11	107
12	105
Total	678

Total Enrollment: 1567

Questions

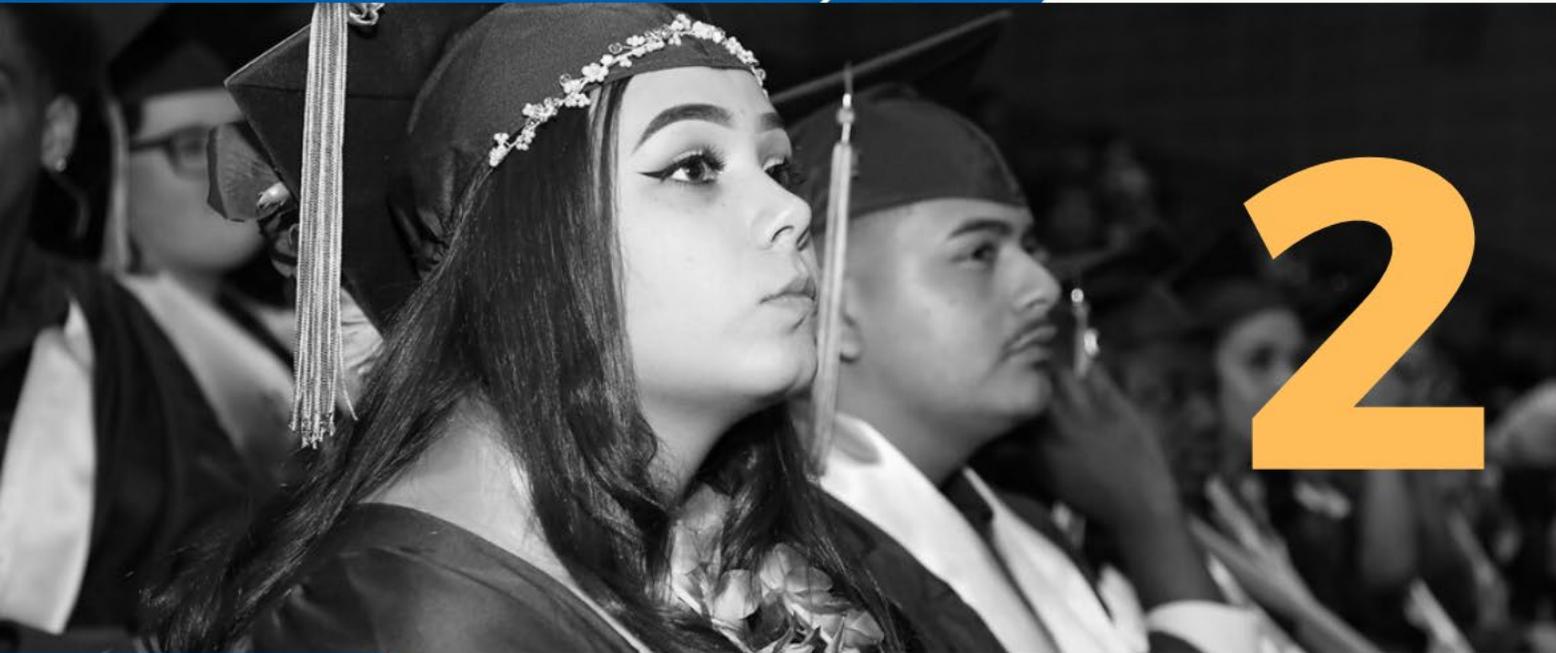


Analysis of the Interim Assessment Data

Dr. Michelle Fitzgerald
Dr. Marla Sheppard



20



21

Interim Assessments in KCPS

Assessments in KCPS

Diagnostic

- iReady
- 3 times per year
- Adaptive

Interim

- District created
- 3 times per year
- Aligned to grade level standards and MAP/EOC

Formative

- PLC created
- Daily
- Used to shift instruction

Summative

- Resource/district created
- At the end of learning

What are Interim Assessments?

- Formal written assessments taken at 6 – 8 week intervals.
- Interim assessments...
 - Provide roadmap for instruction
 - Improve teaching
 - Create visibility
 - Check for independent understanding
 - Prepare students for high-stakes written assessments

Why Interim Assessments in KCPS and why now?

Data-Driven

Allow us to be a data-driven district - which student, which standard, which strategy.

Every Student

Teachers can get pool side with the data. Know exactly every student's precise needs.

Provide

Provide opportunities for students to experience high stakes assessments prior to taking the assessment.

KCPS Interim Assessments



Mirrored Interim Assessments

Same standards

Same item types

Same cognitive complexity

Different numbers, texts, experiments



3 Interim Assessment Administrations – SY 2021-2022



Identified Standards

How KCPS Interim Assessments were Created

Based on DESE
Blueprint for MAP
and EOC

Mathematics				
Blueprint for Grade 4 Mathematics				
Reporting Category	Domain	Cluster	Point Range	Range Of Emphasis
NBT	Number Sense and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million	9-11	19-23%
NF	Number Sense and Operations in Fractions	Extend understanding of fraction equivalence and ordering (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100)	8-14	16-29%
		Extend understanding of operations on whole numbers to fraction operations		
		Understand decimal notation for fractions, and compare decimal fractions (Denominators of 10 or 100)		
RA	Relationships and Algebraic Thinking	Use the four operations with whole numbers to solve problems	5-11	10-22%
		Work with factors and multiples		
		Generate and analyze patterns		
GM+DS	Geometry and Measurement	Classify 2-dimensional shapes by properties of their lines and angles	7-13	14-27%
		Understand the concepts of angle and measure angles		
		Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit		
	Data and Statistics	Represent and analyze data	3-5	6-10%
Performance Event: Each year the performance event (PE) may align to any specific reporting category. The grade 4 PE contains all item types.*			6	13%
Total			48	100%

*See Online Training Tools (OTT) for example items.

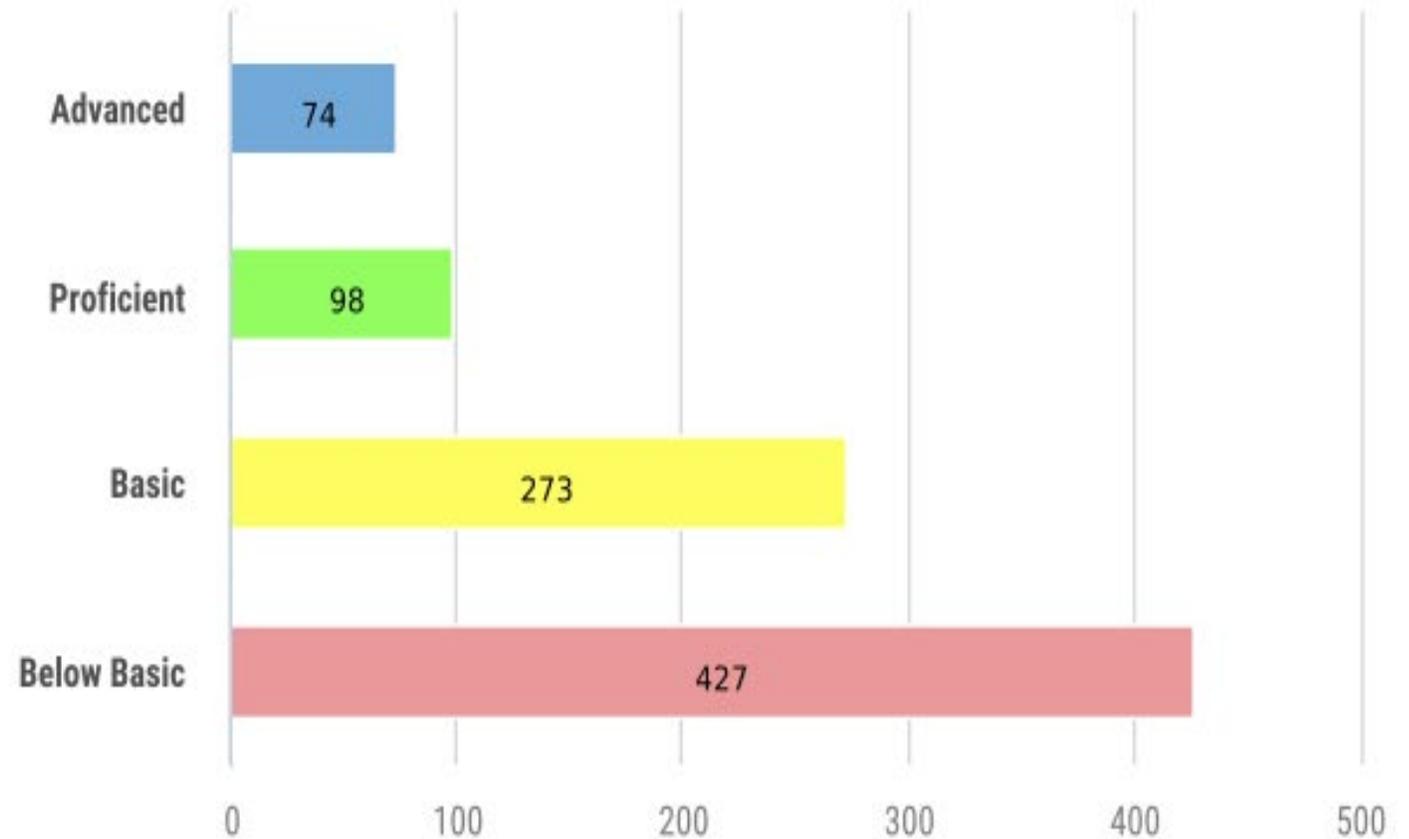
KCPS Interim Assessments

- K-8 ELA
- K-8 Math
- 3-8 Science
- 9th ELA
- 10th ELA
- 11th ELA
- 12th ELA
- Algebra 1
- Algebra 2
- PreCalculus
- Statistics
- Geometry
- College Algebra
- Physics First
- Chemistry
- Biology
- American Government
- US History
- World History
- Personal Finance
- Psychology

ELA Grade 1 Interim Assessment: District Assessment Overview

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Advanced (85%)*	74	8%
Proficient (70%)*	98	11%
Basic (55%)	273	31%
Below Basic (0%)	427	49%
Total	872	100%

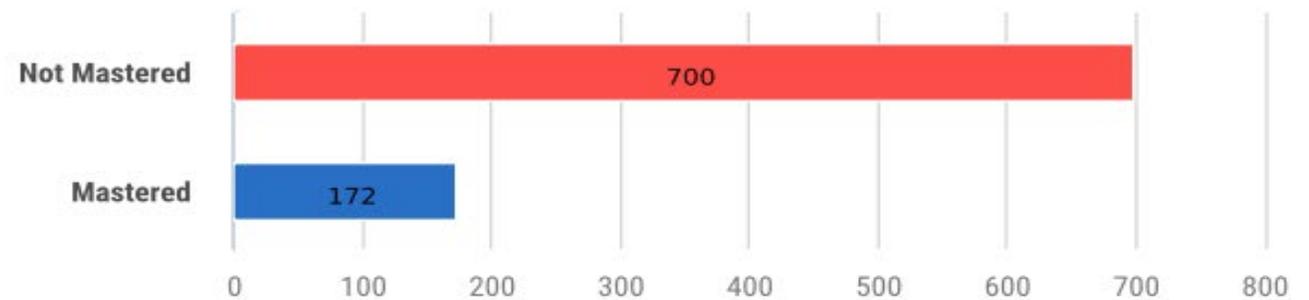


ELA Grade 1 Interim Assessment: District Assessment Overview

Mastered/Not Mastered* Distribution

	# of Students	% of Students
■ Mastered	172	20%
■ Not Mastered	700	80%
Total	872	100%

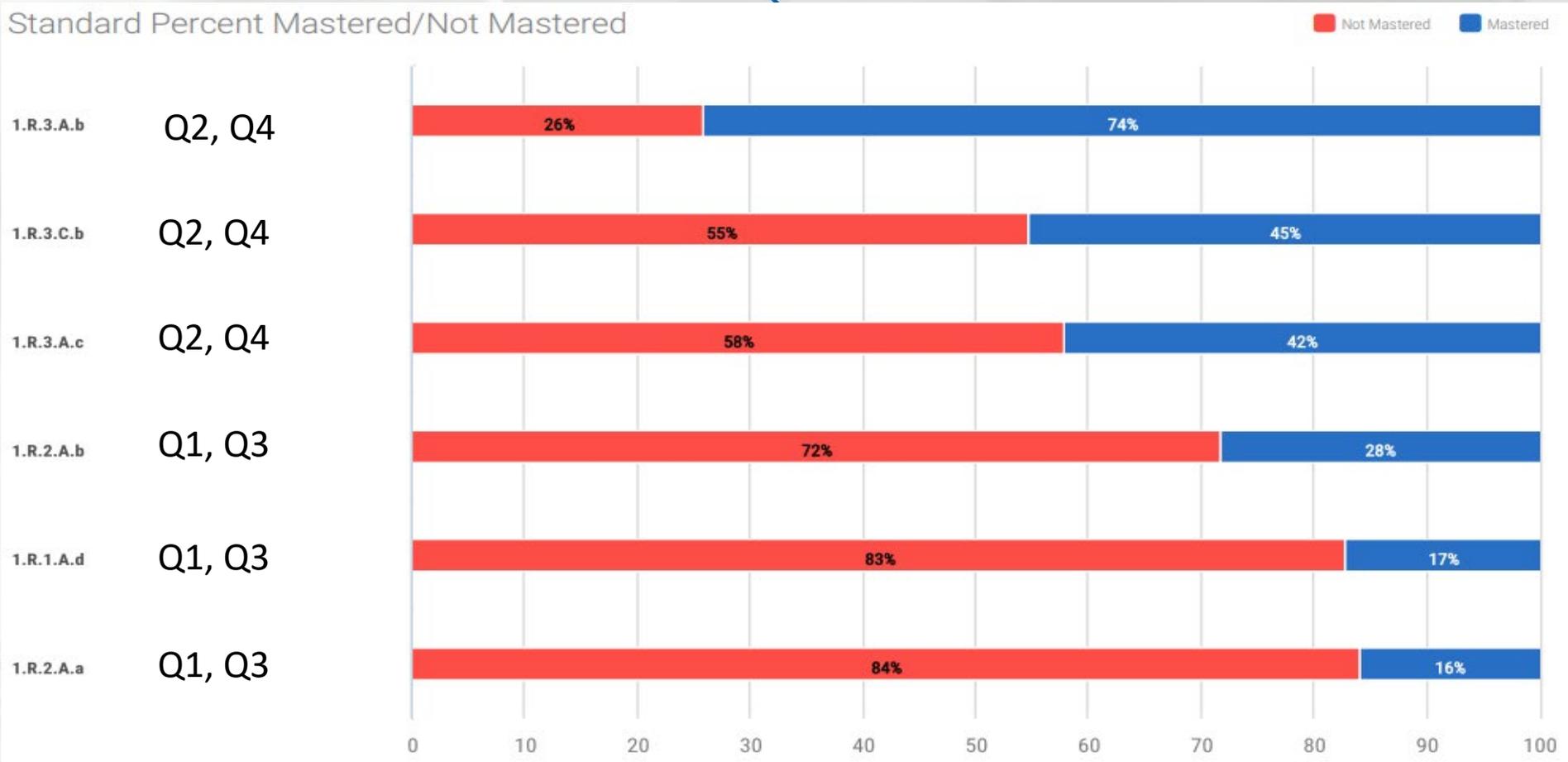
*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
1.R.3.A.b	explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words	74%	646	74%	0.74	1
1.R.3.C.b	identify main ideas and provide supporting details	45%	395	45%	0.45	1
1.R.3.A.c	use text features to locate specific information in text	42%	368	42%	0.42	1
1.R.2.A.b	describe the main idea of a story	28%	247	28%	0.28	1
1.R.1.A.d	retelling main ideas in sequence including key details	17%	151	51%	1.52	3
1.R.2.A.a	describe characters, setting, problem, solution, and events in logical sequences	16%	139	47%	1.42	3

ELA Grade 1 Interim Assessment: District Assessment Overview



ELA Grade 1 Performance Band Distribution by School

Performance Band Distribution							
	Below Basic	Basic	Proficient	Advanced	Not Mastered	Mastered	Total # Tested
African Centered Elementary Academy	28% 10	44% 16	25% 9	3% 1	72% 26	28% 10	36
Benjamin Banneker Elementary	51% 19	30% 11	8% 3	11% 4	81% 30	19% 7	37
Border Star Montessori	30% 11	46% 17	14% 5	11% 4	76% 28	24% 9	37
Faxon Elementary	43% 13	20% 6	23% 7	13% 4	63% 19	37% 11	30
Garfield Elementary	57% 20	31% 11	9% 3	3% 1	89% 31	11% 4	35
George Melcher Elementary	44% 14	25% 8	6% 2	25% 8	69% 22	31% 10	32
Gladstone Elementary	68% 32	23% 11	6% 3	2% 1	91% 43	9% 4	47
Hale Cook Elementary	27% 9	33% 11	24% 8	15% 5	61% 20	39% 13	33
Harold L Holliday Sr Montessori	30% 11	38% 14	19% 7	14% 5	68% 25	32% 12	37
James Elementary	69% 18	15% 4	8% 2	8% 2	85% 22	15% 4	26
J A Rogers Elementary	52% 23	32% 14	11% 5	5% 2	84% 37	16% 7	44
John T. Hartman Elementary	51% 19	19% 7	19% 7	11% 4	70% 26	30% 11	37
Kansas City Virtual Academy	47% 57	34% 42	7% 9	11% 14	81% 99	19% 23	122

Kansas City Public Schools

ELA Grade 1 Standard Performance

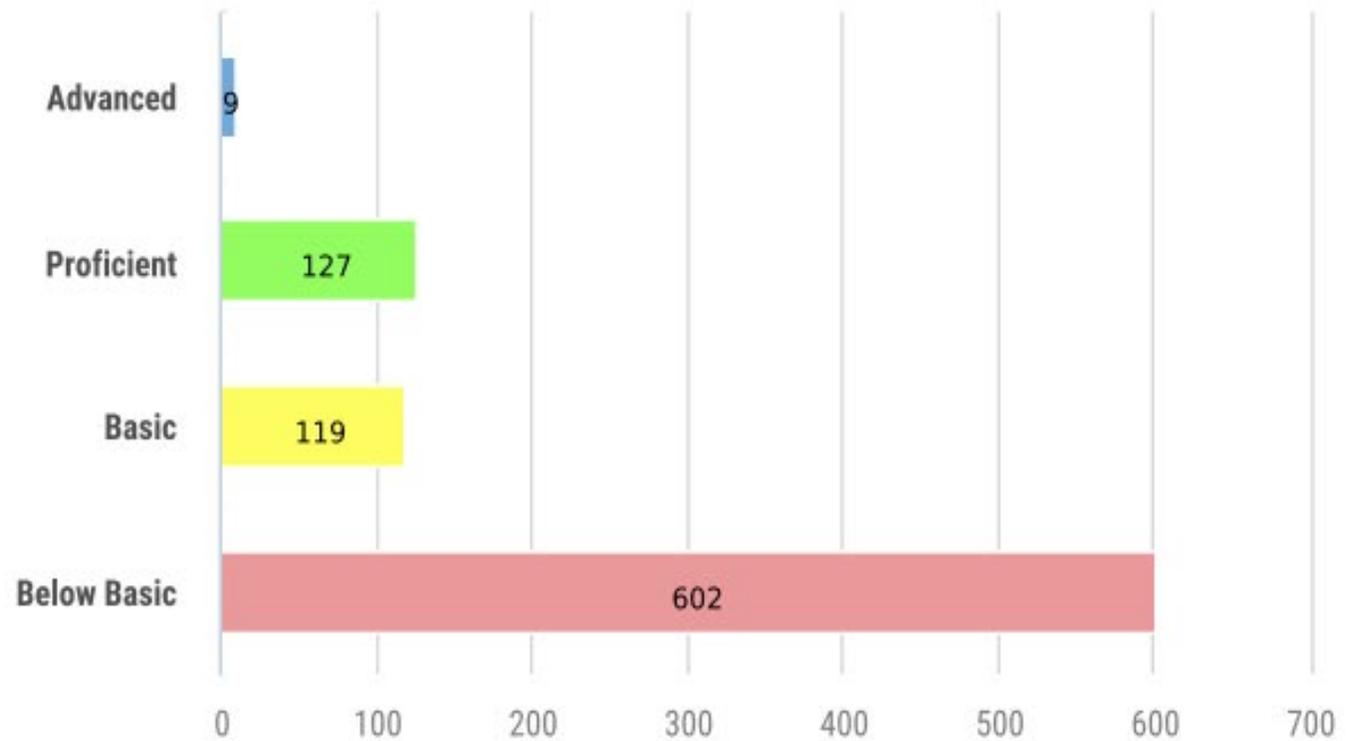
Standard Performance by Percent Correct

	Overall % Correct	1.R.1.A.d	1.R.2.A.a	1.R.2.A.b	1.R.3.A.b	1.R.3.A.c
African Centered Elementary Academy	58	61	60	31	86	36
Benjamin Banneker Elementary	50	44	54	22	68	46
Border Star Montessori	57	57	48	24	86	57
Faxon Elementary	54	51	54	40	73	47
Garfield Elementary	44	46	35	26	83	37
George Melcher Elementary	58	56	55	44	91	56
Gladstone Elementary	42	46	30	30	60	32
Hale Cook Elementary	61	69	56	39	82	55
Harold L Holliday Sr Montessori	60	60	61	41	81	49
J A Rogers Elementary	51	48	47	25	64	52
James Elementary	44	40	42	19	77	38
John T. Hartman Elementary	52	56	47	43	76	38
Kansas City Virtual Academy	52	51	51	26	75	43
Longfellow Elementary	56	52	48	19	81	52
Martin Luther King Jr Elementary	46	44	41	19	69	42
Phillis Wheatley Elementary	46	45	42	22	72	38
Pitcher Elementary	49	49	49	27	73	23
Primitivo Garcia Elementary	44	44	41	33	56	44
Success Academy at Knotts	56	100	33	100	100	0

Algebra 1 Interim Assessment: District Assessment Overview

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
■ Advanced (70%)*	9	1%
■ Proficient (44%)*	127	15%
■ Basic (34%)	119	14%
■ Below Basic (0%)	602	70%
Total	857	100%

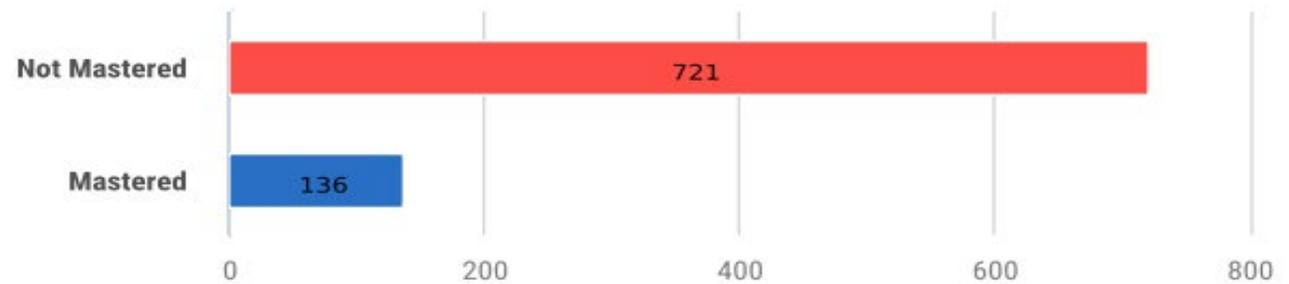


Algebra 1 Interim Assessment: District Assessment Overview

Mastered/Not Mastered* Distribution

	# of Students	% of Students
■ Mastered	136	16%
■ Not Mastered	721	84%
Total	857	100%

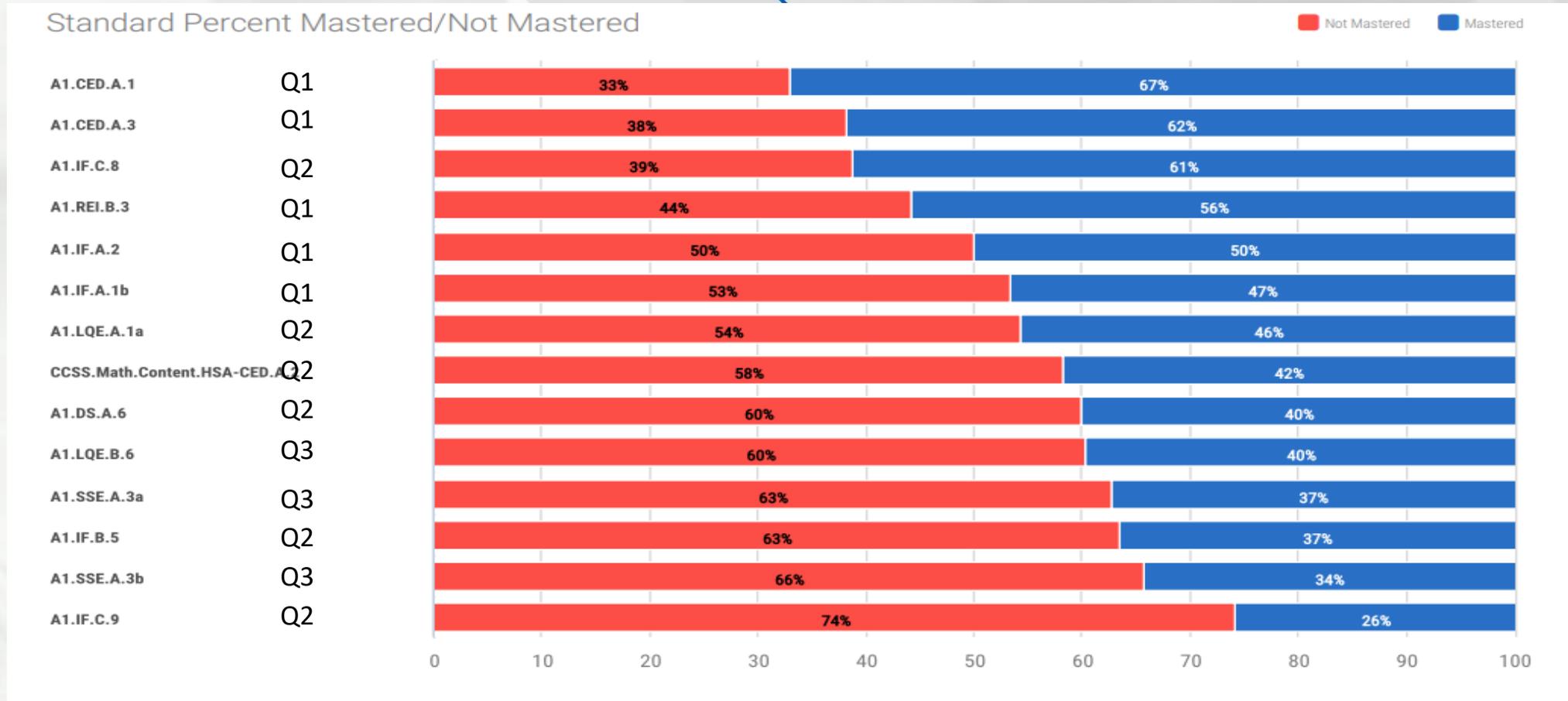
*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



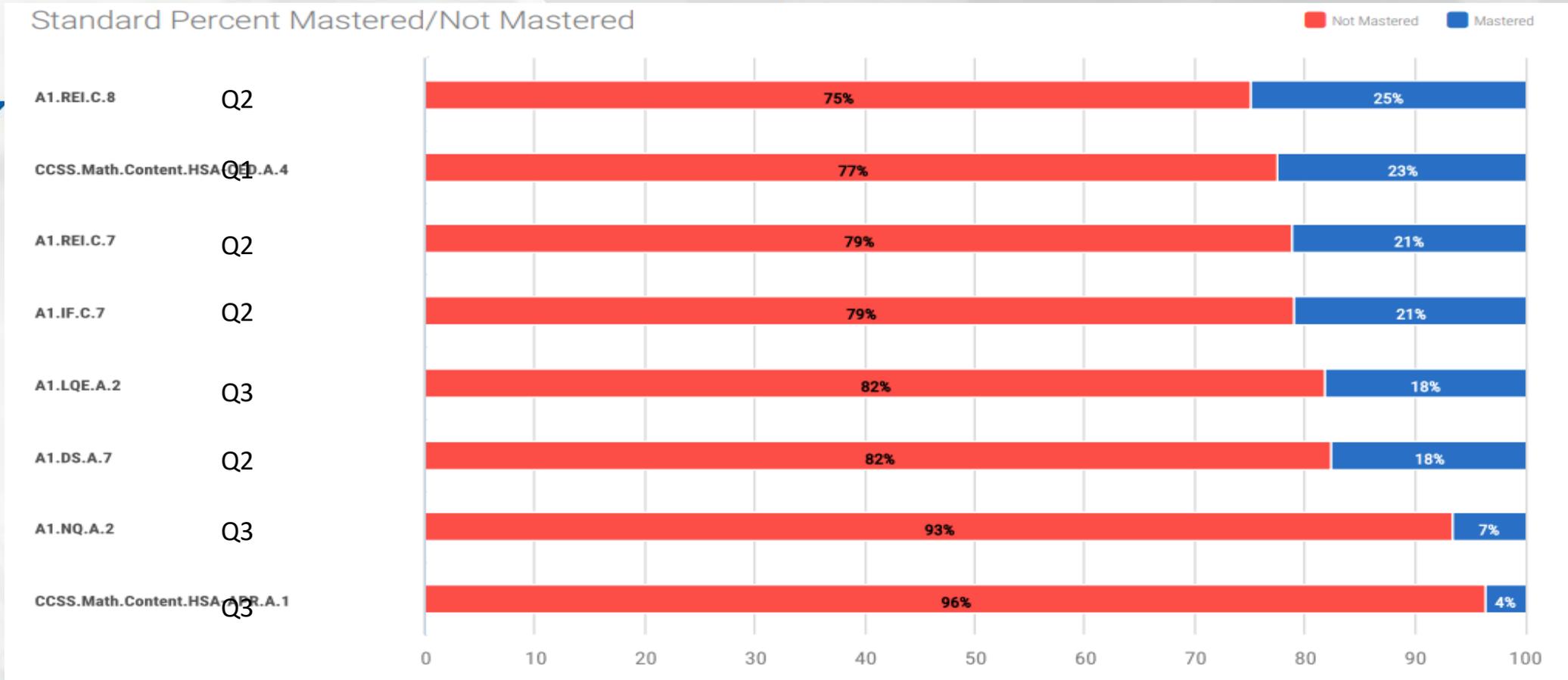
Question Group Performance

	% at Mastery	# at Mastery	% Not at Mastery	# Not at Mastery	Avg % Correct	Average Points	Points Possible
Item Type: Non-Traditional Selected Response (select all, T/F, Y/N, C/I)	32%	271	68%	586	17%	0.3	2.0
Item Type: Multiple Choice / Selected Response (one correct)	20%	169	80%	688	32%	8.9	28.0
Depth of Knowledge: 1 - Recall	20%	168	80%	689	30%	3.7	12.0
Depth of Knowledge: 2 - Skills and Concepts	15%	131	85%	726	28%	5.8	21.0
Item Type: Explicit Constructed Response	15%	131	85%	726	15%	0.2	1.0
Item Type: Constructed Response	8%	65	92%	792	5%	0.1	2.0

Algebra 1 Interim Assessment: District Assessment Overview



Algebra 1 Interim Assessment: District Assessment Overview



Algebra 1 Performance Band Distribution by School

	Below Basic	Basic	Proficient	Advanced	Not Mastered	Mastered	Total # Tested
Central High School	82% 70	13% 11	5% 4	0% 0	95% 81	5% 4	85
Central Middle	55% 6	18% 2	27% 3	0% 0	73% 8	27% 3	11
East High School	84% 155	11% 21	5% 9	0% 0	95% 176	5% 9	185
Foreign Language Academy	24% 4	12% 2	65% 11	0% 0	35% 6	65% 11	17
Kansas City Virtual Academy	75% 40	13% 7	9% 5	2% 1	89% 47	11% 6	53
Lincoln College Prep Academy	44% 28	19% 12	33% 21	3% 2	63% 40	37% 23	63
Lincoln Middle School	20% 16	20% 16	55% 45	6% 5	39% 32	61% 50	82
Northeast High School	83% 85	9% 9	9% 9	0% 0	91% 94	9% 9	103
Northeast Middle	88% 30	9% 3	3% 1	0% 0	97% 33	3% 1	34
Paseo Acad. Of Performing Arts	70% 86	20% 25	8% 10	1% 1	91% 111	9% 11	122
Southeast High School	78% 58	11% 8	11% 8	0% 0	89% 66	11% 8	74
Success Academy at Anderson	100% 9	0% 0	0% 0	0% 0	100% 9	0% 0	9

Kansas City Public Schools

Algebra 1 Standard Performance

Standard Performance by Percent Correct

	Overall % Correct	A1.CED.A.1	A1.CED.A.3	A1.DS.A.6	A1.DS.A.7	A1.IF.A.1b
Central High School	25	36	38	15	14	38
Central Middle	36	77	55	27	27	91
East High School	26	43	36	16	21	40
Foreign Language Academy	41	71	65	59	24	53
Kansas City Virtual Academy	25	42	32	17	13	42
Lincoln College Prep Academy	36	65	56	40	25	59
Lincoln Middle School	46	79	71	65	20	77
Northeast High School	25	47	35	15	16	38
Northeast Middle	24	34	26	19	15	50
Paseo Acad. Of Performing Arts	28	45	40	23	17	49
Southeast High School	25	43	45	15	14	42
Success Academy at Anderson	24	33	17	28	11	22
Overall % Correct	29	51	43	28	18	50

	A1.IF.A.2	A1.IF.B.5	A1.IF.C.7	A1.IF.C.8	A1.IF.C.9	A1.LQE.A.1a
Central High School	29	21	15	36	26	26
Central Middle	36	23	9	59	27	36
East High School	25	18	18	34	30	26
Foreign Language Academy	44	32	18	53	35	32

Matrix Report Example

Description: Shows a breakdown of an assessment by question, question group, or standard for each individual student and overall. **Purpose:** To compare a single student's performance on a question, Question Group, or Standard, and then to analyze those individual results by class.

Question	CC.8.LA.5.1.a					Percent Correct	CC.8.LA.5.1.e				Percent Correct	CC.8.LA.5.1.f					Percent Correct
	2	3	10	25	35		5	6	7	8		10	11	12	13	23	
Class Percent Correct	34.8%	29%	47%	24%	35%	34%	41%	76%	41%	65%	56%	24%	18%	24%	59%	35%	32%
Items	2					0					0					X	1
Multiple Choice	23	X	X	X	X	4	X	X	X	X	4	X	X	X	X		4
Points Possible/Correct Answer	26.00	BB	CA	B	B	4.00	A	D	A	B	4.00	B	BCD	CC	A	1	5.00
Best, Nora	35	BA	DD		A	25	C			C	50		ABD	DD			60
Bussat, Keifani	19	CC	CC		A	25		B	C		25		C	D			60
Higley, Aqasha	54					100	C				75		B	CD	D	0	20
Iversen, Zachary	0					0					0						0
Liaw, Dehila	19	CC		D	A	25	C		B		50	D	ABD	CB		0	20
Lobeth, Ar	31			D	A	50	C			A	50	D	ABD	AC	C	0	0
Manners, Eurydyka	15	DC	AB	A	A	0			D	D	50	A	ACD	BC	D		20
Martin, Doy	31	AB	CB	D		25		B	D		50	D	A	BD	C		20
Morrow, Nourah	15	AA	AA	A	A	0		A		A	50	A	A	AA			40
Nahikawa, Fozzani	38			D	C	50	B		D		50	D	ACD			0	40
Refugio, Maryn	69			D		75					100	D	B	CD		0	20
Remo, Kee	54	CB		D	C	25	B		D		50	D				0	60
Singrin, Kelly	42	CC		D		50			D		75	D	ABD	CD	B		20
St Michael, Valdo	35	CC		D	A	25			C		75	D	A	BA	D	0	0
Stat, Tanner	42	CC	AB			50	C		D		50		A			0	60
Visco, Jones Robert	58	CD	CD	D		25	C				75	D				0	60
Wang, Donho	35		BC	D	A	25	C				75	D		CB		0	40

Who is the intended audience?

Teachers

What data is reported?

A list of students by name and a list of questions by number. For each question the class average performance for the question is listed, as well as individual student performance per question, correct (Green) or incorrect (Red with their chosen answer).

How is the data reported?

By question, class average, question type and correct answer at left, then student names along the top. The overall student score is at the top under each student's name, followed by their individual correct/incorrect answers for all questions on the test. This report can also be run by question group and standard.

Parent/Teacher Letter Example

Who is the intended audience?

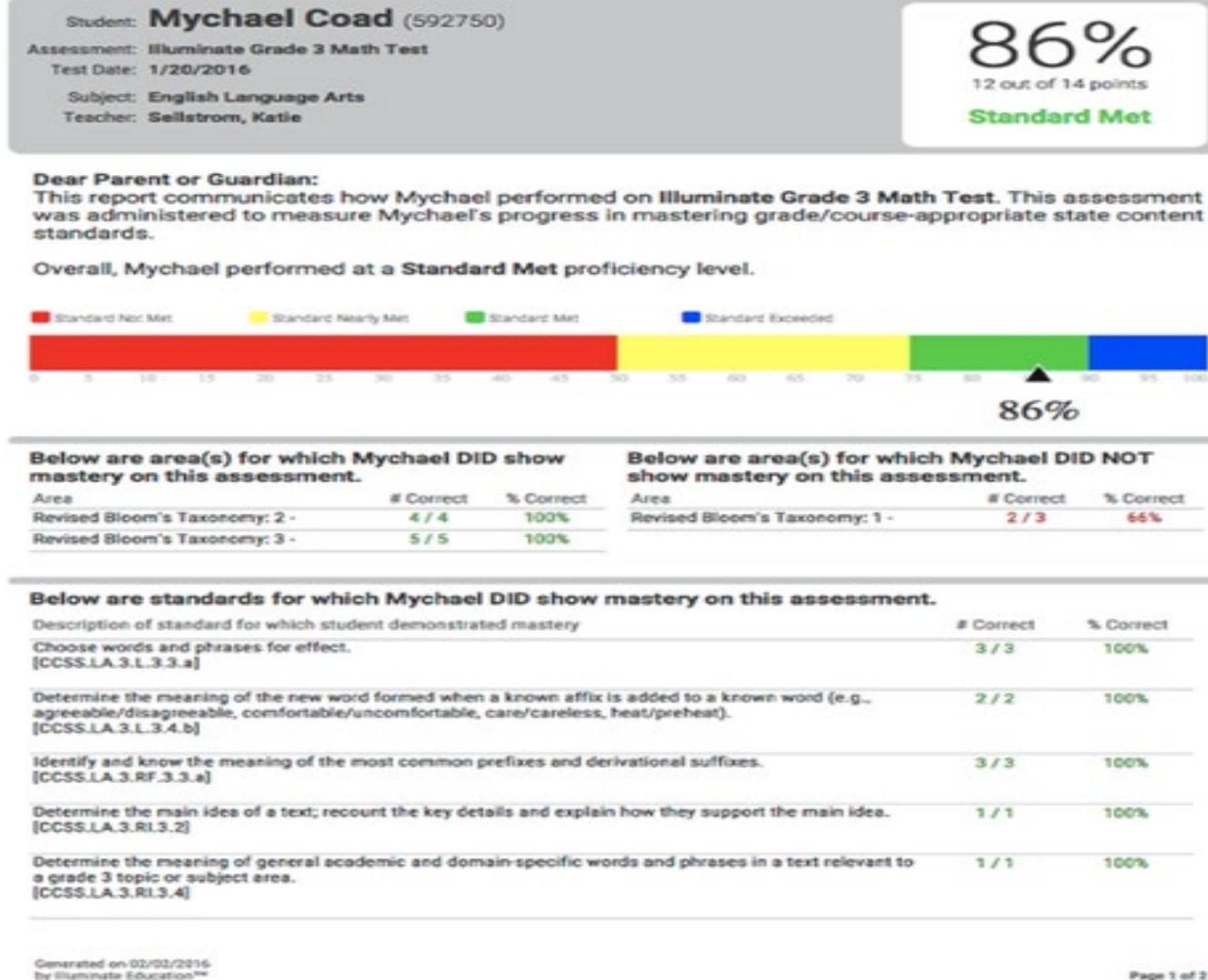
Students or parents

What data is reported?

For a single student: student name, student ID, assessment name, test date, performance level, overall % correct, questions missed vs. correct, standards and/or question groups mastered vs. not mastered.

How is the data reported?

Each student has his or her own page, though you can generate reports for every student in a class period simultaneously. Also, the letter and its standards can be displayed in English or Spanish.



Lessons Learned

- In some cases, tests were frustrating to students in a remote environment.
 - Spotty internet
 - Test was too long for students
 - Test items of standards not yet taught
- Professional Learning
 - Use of learning modules as professional development for teachers was effective
- Continued collaboration between departments is crucial
 - Assessment, Curriculum and Instruction, Office of Professional Learning, and Instructional Technology regularly collaborated to ensure smooth implementation
 - Use of assessment support email for continued service to teachers



Next Steps

- Use data to inform future instruction
 - Snapshot of where our students are allows for appropriate grouping and scaffold supports
 - Drives our conversation and preparation for Summer School and the instructional program to be implemented
 - Craft a plan for smaller standards based assessments
- Professional Development will be centered around this data
 - Working with School Leaders to synthesize their school data (District Professional Learning Team)
 - Support schools in drilling data down to individual students – prescriptive (School Professional Learning Team)
 - Principal Institute with a focus on a deep dive into the learning loss recovery plan and implementation

Data Deep Dives

1. Standards Analysis: Complete for standards where students are not proficient (based on performance bands)

Standards Distribution Table

Have been taught	Currently teaching	Will teach
4.R.1.A.a (informational) 4.R.1.A.b (informational) 4.R.2.A.a 4.R.2.A.b 4.R.3.A.a 4.R.3.A.c 4.R.3.B.c 4.R.3.C.a 4.W.1.C.a 4.W.2 4.L.1.B.b 4.SL.1.A	4.R.1.A.a (literature) 4.R.1.A.b (literature) 4.R.2.A.e 4.R.3.C.d 4.L.1.A.h	4.R.1.B.a 4.R.3.B.b 4.R.3.C.c 4.W.1.C.b 4.W.3.A.b 4.W.3.A.c

Standards/Question #s that were not mastered (based on performance bands) (add/delete rows as necessary)	Deep-dive Analysis
Standard/Question Has the standard already been taught?	What misunderstandings are revealed in the data? Why do you think students failed to reach mastery? What gaps in the instruction of the standard contributed to these misunderstandings?

This data deep dive and action plan was created from work by Paul Bambrick-Santoyo, Foreign Language Academy in Kansas City, and the team of Curriculum, Instruction, and Professional Development (CIPD) at Kansas City Public Schools.

What is the <u>DOK</u> of the question? What is the item type of the question?	What other student work/data/artifacts do you have that can inform where students are on this standard? What will you do to help students achieve proficiency?
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Data Deep Dives

2. Student Analysis: What does the data tell you about your students? Complete for any student who is a standout (low or high performing outlier). Add more rows as needed.

Student's Name (add/delete rows as necessary)	Deep-dive Analysis
	What does the data tell you about the student? How will instruction change for the student to be successful? How can you continue to enrich the student?
	What does the data tell you about the student? How will instruction change for the student to be successful? How can you continue to enrich the student?
	What does the data tell you about the student? How will instruction change for the student to be successful? How can you continue to enrich the student?
	What does the data tell you about the student? How will instruction change for the student to be successful? How can you continue to enrich the student?
	What does the data tell you about the student? How will instruction change for the student to be successful? How can you continue to enrich the student?

Data Deep Dives

3. Instructional Plan: Use the district scope and sequence and curriculum maps to plan out instruction of standards. Add more weeks as needed. **This is to be completed on a weekly basis.**

Standards Distribution Table

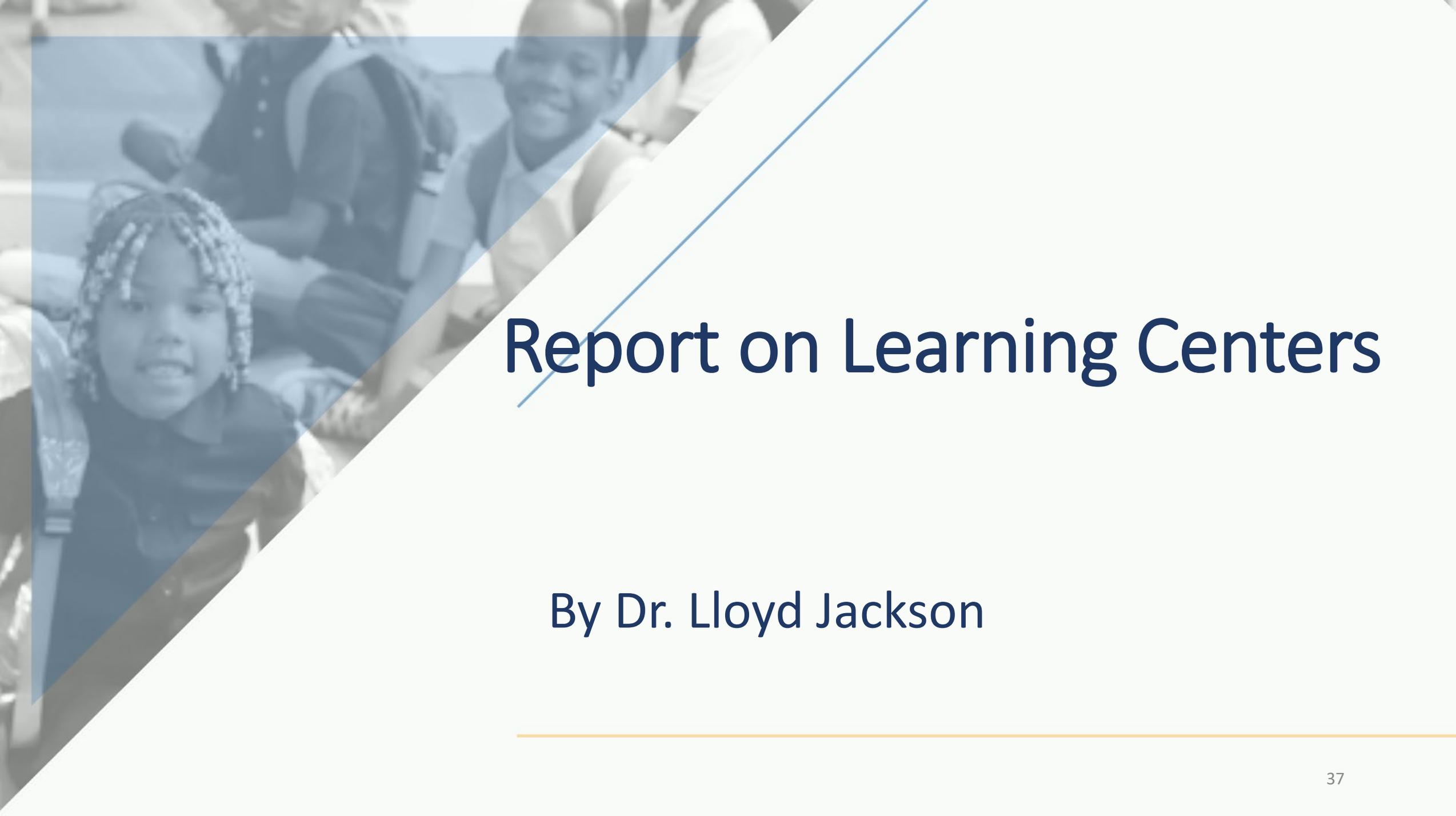
Have been taught	Currently teaching	Will teach

WEEK 1 - Week of	WEEK 2 - Week of	WEEK 3 - Week of
Standards (list standards and strategies aimed to teach or re-teach based on the data)	Standards (list standards and strategies aimed to teach or re-teach based on the data)	Standards (list standards and strategies aimed to teach or re-teach based on the data)
Pre-Teach	Pre-Teach	Pre-teach
Teach	Teach	Teach
Re-Teach	Re-Teach	Re-Teach

Data Deep Dives

4. Student Analysis: Enter LOWEST-PERFORMING students. This part is completed on a weekly basis depending on scope and sequence and curriculum maps. This is to be completed on a weekly basis.

	Group 1	Group 2	Group 3																														
Specific Instructional Intervention Area																																	
Weekly Intervention and Enrichment Plan (Strategies and Progress Monitoring Tool)	Student Names:	Student Names:	Student Names:																														
Which students, which standard, which strategy?	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>										
	Standard:	Standard:	Standard:																														
	Strategy:	Strategy:	Strategy:																														



Report on Learning Centers

By Dr. Lloyd Jackson

Learning Centers

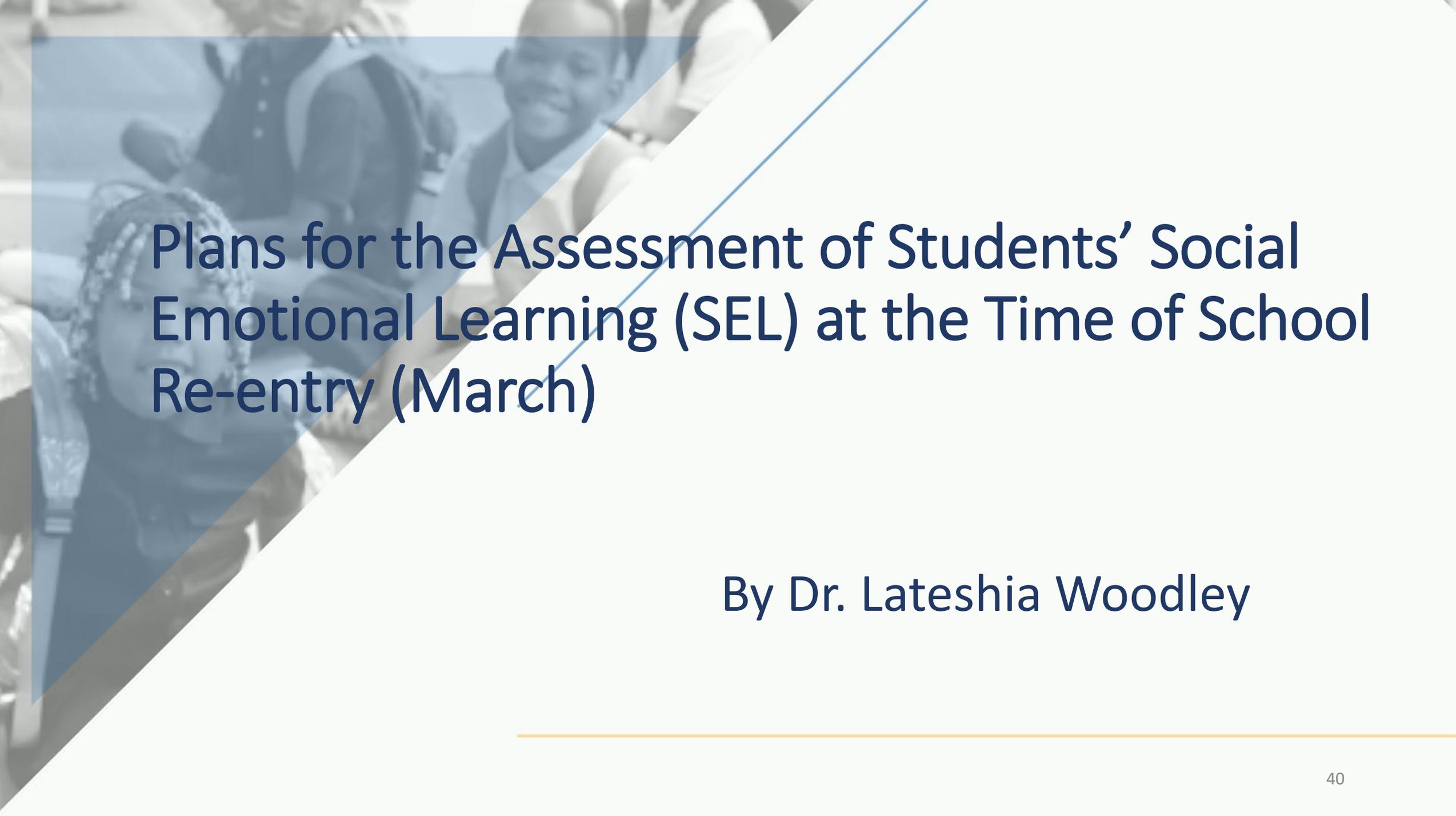


Kansas City Public Schools



Questions





Plans for the Assessment of Students' Social Emotional Learning (SEL) at the Time of School Re-entry (March)

By Dr. Lateshia Woodley

Social Emotional Learning and Wellness

FIRST 20 MINUTES OF INSTRUCTION FOCUSED ON SOCIAL EMOTIONAL WELLNESS

STUDENT WELLNESS ASSESSMENTS

SOCIAL EMOTIONAL REGULATION GROUPS (STUDENTS)

CLINICIANS TO MODEL SEL STRATEGIES IN THE CLASSROOM

SELF-REGULATION TRAINING AND PARTICIPATION OPPORTUNITIES FOR EDUCATORS/STAFF

Collective Impact SEL Identification and Support

- Early identification of students with SEL needs utilizing 3 data sets.
- Clinical team facilitating safe transition meetings prior to in-person learning for students with SEL needs in distance learning.

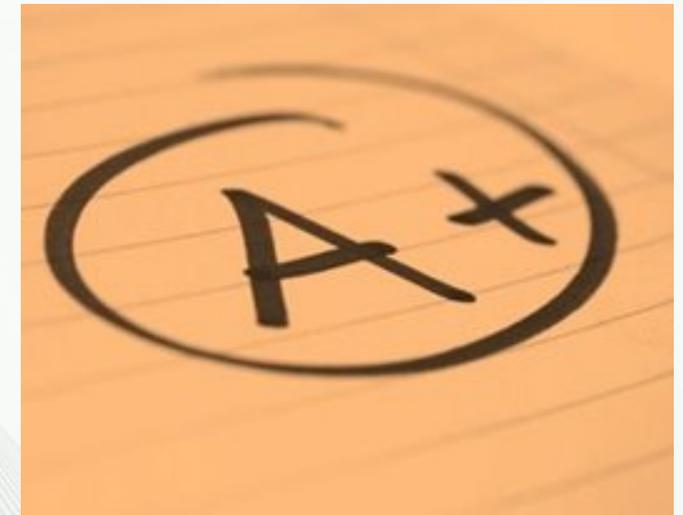
ATTENDANCE



SEL SUPPORT/BEHAVIORAL



ACADEMIC PERFORMANCE



Kansas City Public Schools

SEL Support for Asynchronous and Virtual Learners

- Relay School Application
- Protocol for responding to mental health crisis in asynchronous/virtual learning
- School Hotline Numbers
- Maintaining telehealth options

Kansas City Public Schools



Department of School Counseling

Continuum of Support for Reopening of Schools

01

Partner with Teachers
for Socioemotional
Support

02

Help Establish a System
of Safety for Students

03

Coordinate efforts with
our Problem-Solving
Teams for Multi-Tiered
Supports

04

Streamline referrals to
clinicians and resource
agencies for support

05

Support in Academic
Skills &
Emotional/Behavioral
Health

Counseling Safeguard Priorities



1

Establishing that **sense of safety** may take weeks or even months, depending on the evolving context in individual communities and a range of factors unique to each individual



2

A **multi-tiered system of supports** that addresses both **academic skills and emotional and behavioral health**. Schools and districts must make sure these supports are consistently available to all students and adults in each building.

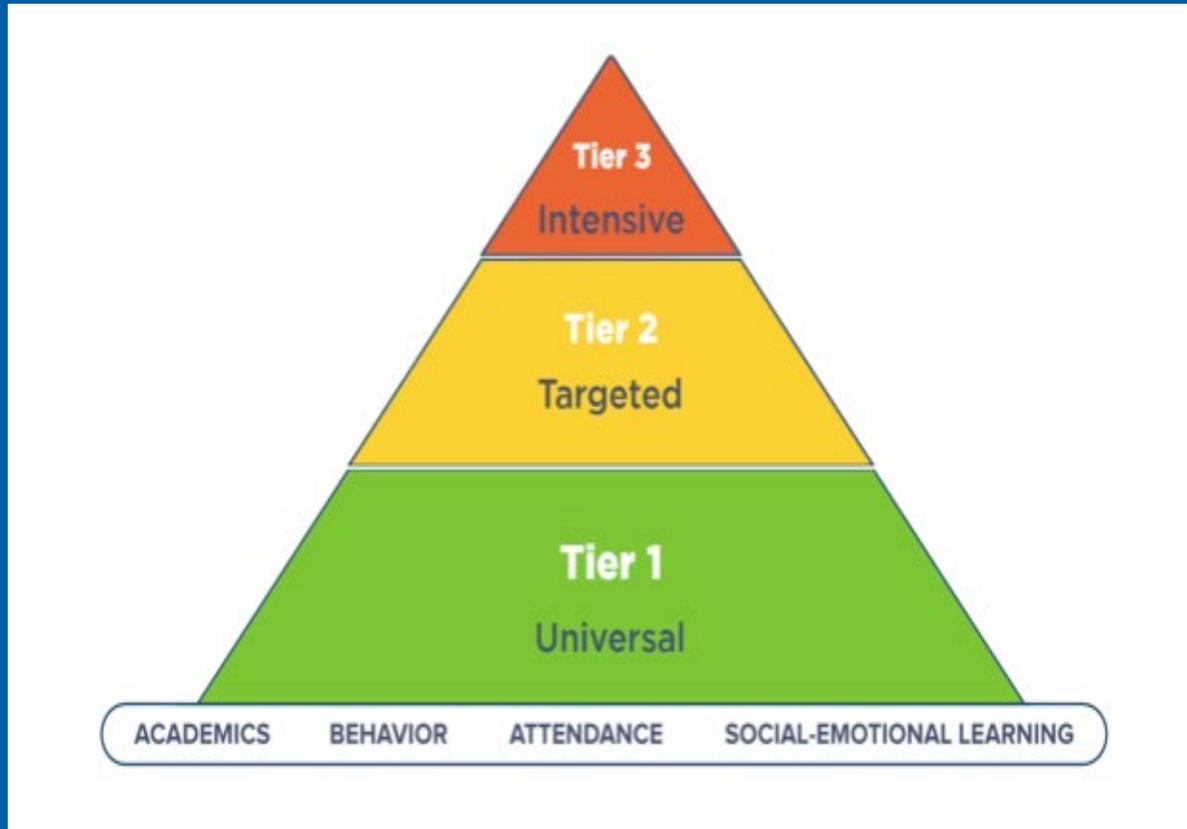


3

Establish a process to help identify and provide supports to students or staff perhaps at higher risk for significant stress or trauma from COVID-19.



Coordinate efforts with our Problem-Solving Teams for Multi-Tiered Supports

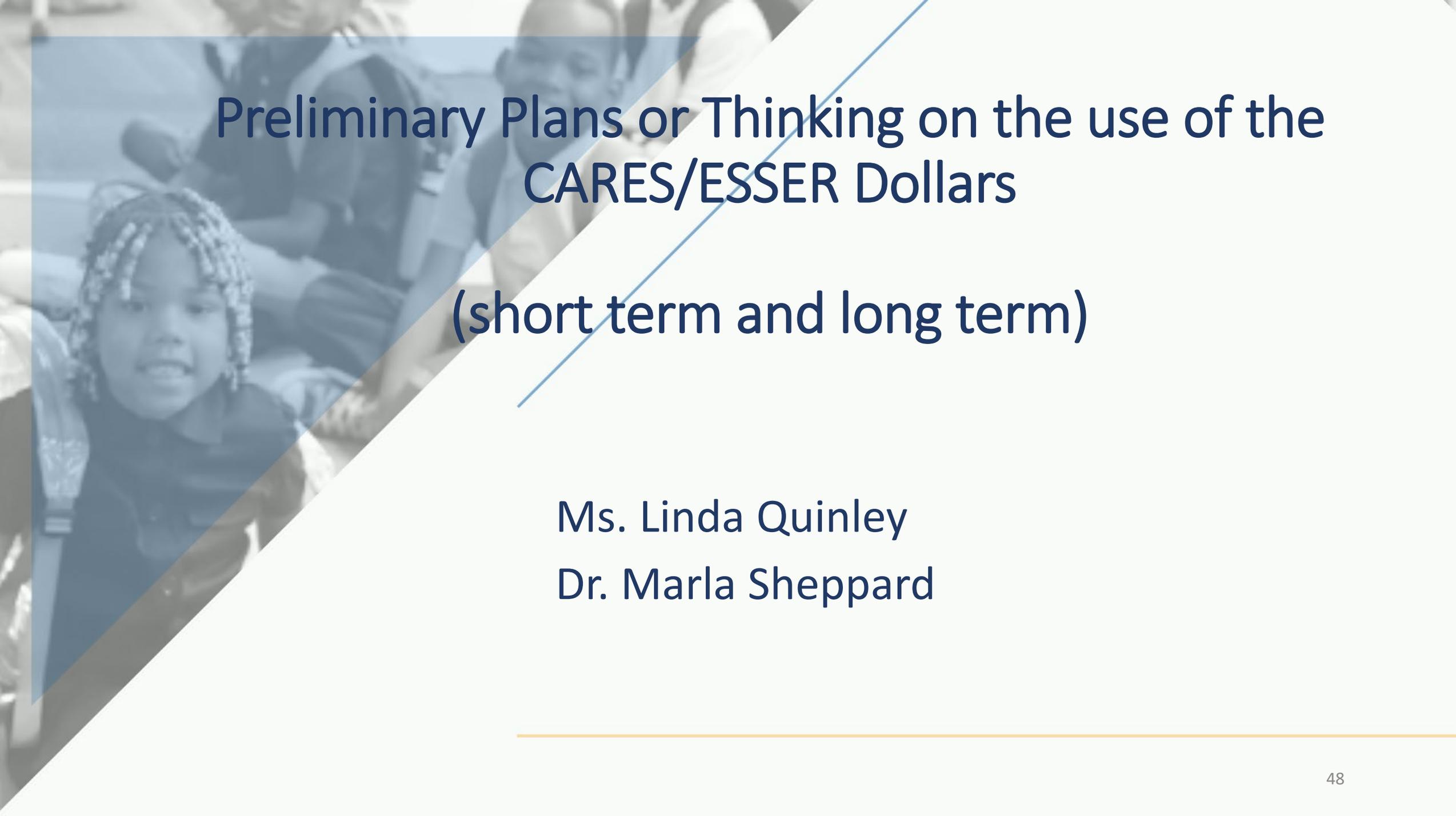


- Returning to school, School Counselors will be prepared to assist staff with making referrals for Tier 2 and Tier 3 students needing support in Academics, Behavior, Attendance, and Socio-Emotional Support.
- Assisting in leading the Problem Solving Team with developing Evidenced-Based Interventions.
- Focused interventions with the support for quality of evidence for interventions in conjunction with the practicality of implementation- utilizing the context that students have been out of the school environment for almost a year.
- Providing resources and wraparound supports to enhance the SEL environmental context.
- Identification of more clinical based needs beyond the school environment and making referrals to our Trauma Sensitive Clinicians.

Sample Initiatives from School Counselors in KCPS

- Wearing a “selfie-button” that shows a picture of staff without a mask since masks may hide who we are and it will promote emotional safety and connections.
- Facilitate positive campaigns and reinforce the positive aspects of being back in buildings.- "We're glad you're back..."
- Support students regarding the safeguards that will be in place (mask wearing, physical distancing)
- Utilizing Small Groups for Pro-Social Skills lessons that are adapted due to our COVID-19 guidelines
- Trauma and SEL Support Groups for Students (Co-Teaching with Staff)
- Lanyards/plastic bag with a clip to hold masks so students won't lose them as easily



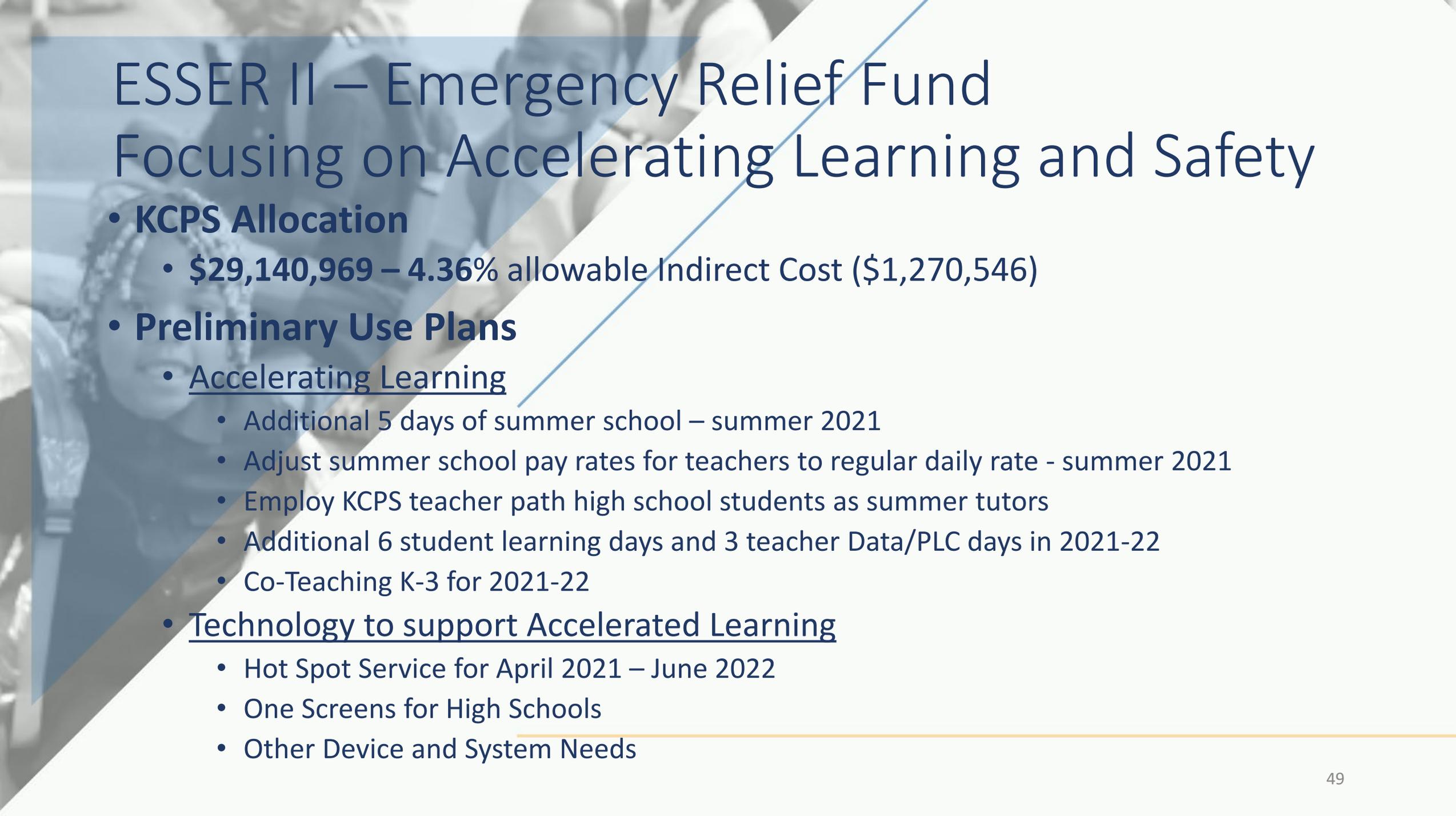


Preliminary Plans or Thinking on the use of the CARES/ESSER Dollars

(short term and long term)

Ms. Linda Quinley

Dr. Marla Sheppard



ESSER II – Emergency Relief Fund Focusing on Accelerating Learning and Safety

- **KCPS Allocation**

- **\$29,140,969 – 4.36%** allowable Indirect Cost (\$1,270,546)

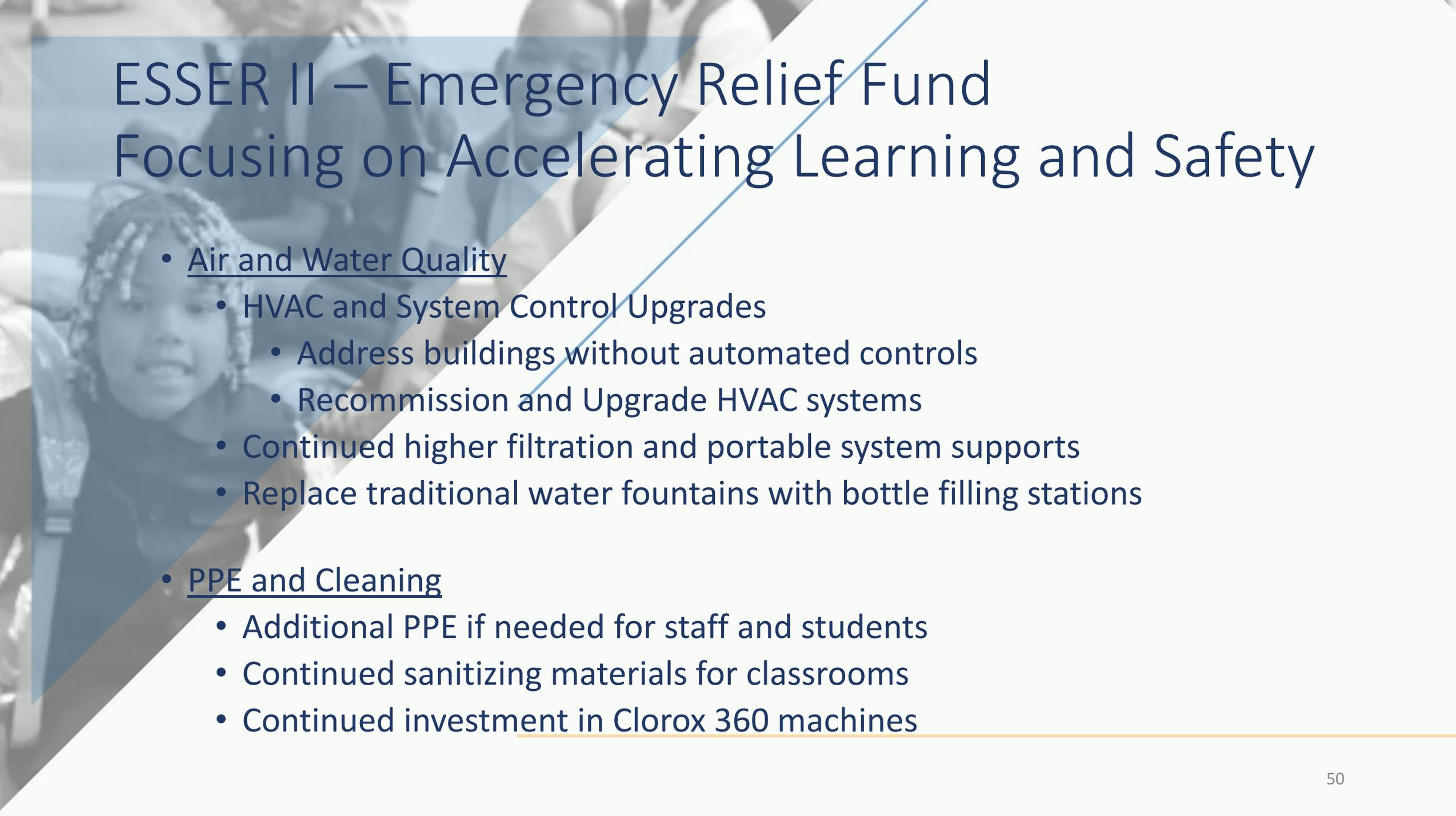
- **Preliminary Use Plans**

- Accelerating Learning

- Additional 5 days of summer school – summer 2021
- Adjust summer school pay rates for teachers to regular daily rate - summer 2021
- Employ KCPS teacher path high school students as summer tutors
- Additional 6 student learning days and 3 teacher Data/PLC days in 2021-22
- Co-Teaching K-3 for 2021-22

- Technology to support Accelerated Learning

- Hot Spot Service for April 2021 – June 2022
- One Screens for High Schools
- Other Device and System Needs



ESSER II – Emergency Relief Fund Focusing on Accelerating Learning and Safety

- Air and Water Quality

- HVAC and System Control Upgrades

- Address buildings without automated controls
- Recommission and Upgrade HVAC systems
- Continued higher filtration and portable system supports
- Replace traditional water fountains with bottle filling stations

- PPE and Cleaning

- Additional PPE if needed for staff and students
- Continued sanitizing materials for classrooms
- Continued investment in Clorox 360 machines

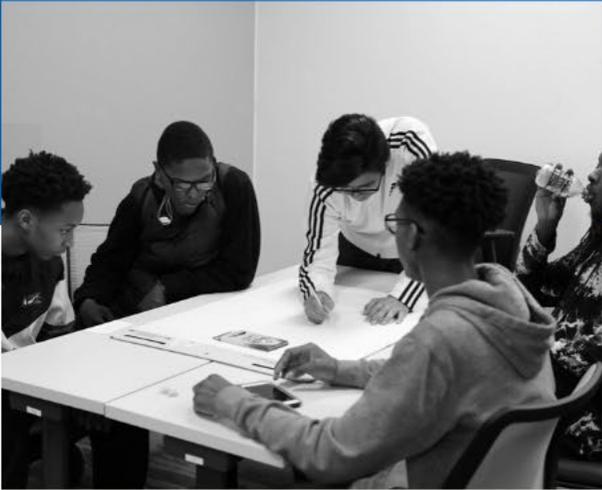
Questions



RSIT Breakout Discussion



Feedback/Requests



Regional School Improvement Team



Thank you

Our next RSIT is February 25, 2021