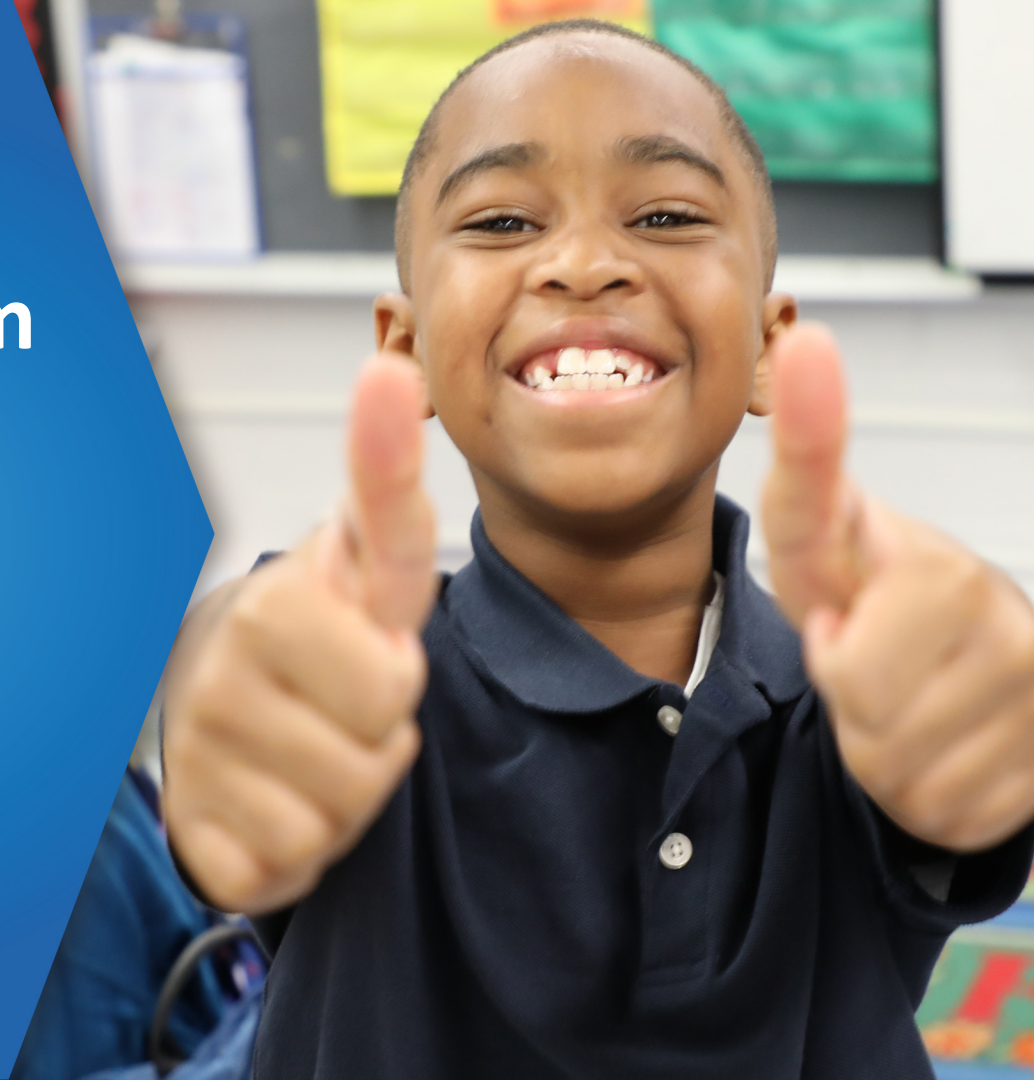


# Regional School Improvement Team (RSIT)

May 28, 2020

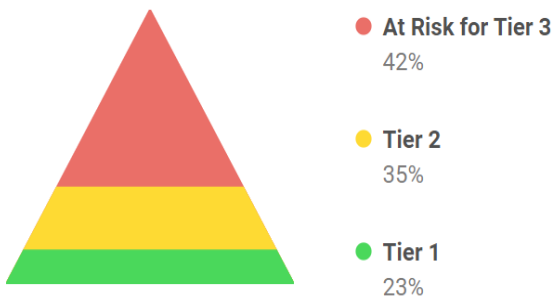


# 1. Assessing Student 4<sup>th</sup> Quarter Deficits

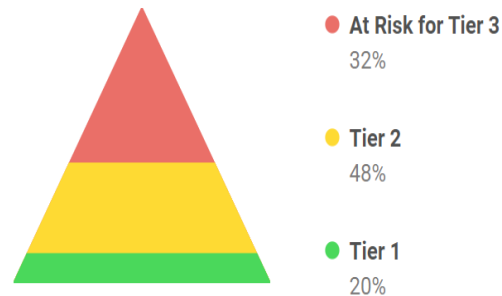
Assistant Superintendent of  
Curriculum, Instruction, and  
Professional Development

# Assessing 4th Quarter Deficits: iReady

## Middle of the Year: Reading



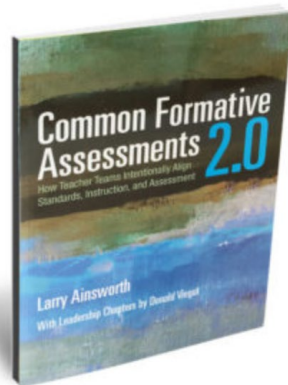
## Middle of the Year: Math





# Using Interim Assessments

Continue training principals and teachers on creating and using interim assessments to determine initial deficits



# Revising the Scope and Sequence



## Mathematics Scope & Sequence 2020-2021 3rd Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1.A Place Value, Rounding, Addition, Subtraction & Patterns	Unit 2.A Multiplication and Division of Whole Numbers	Unit 3.A Fractions	Unit 4.A Geometry
<p>★ <b>NBT.A.2</b> Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.</p> <p>★ <b>NBT.A.1</b> Round whole numbers to the nearest 10 or 100.</p> <p>★ <b>NBT.A.3</b> Demonstrate fluency with addition and subtraction within 1000.</p> <p>★ <b>RA.D.9</b> Write and solve two-step problems involving variables using any of the four operations. (Addition/Subtraction will be assessed)</p> <p>★ <b>RA.D.10</b> Interpret the reasonableness of answers using mental computation and estimation strategies including rounding. (Addition/Subtraction will be assessed)</p> <p><b>RA.E.11</b> Identify arithmetic patterns and explain the patterns using properties of operations.</p> <p><b>2nd Grade 4th Quarter Standard(s) to teach</b></p> <p>★ <b>NBT.B.8</b> Add or subtract within 1000, and justify the solution.</p> <p><b>NBT.B.10</b> - Add or subtract mentally 10 or 100 to or from a given number within</p>	<p><b>RA.A.1</b> Interpret products of whole numbers.</p> <p><b>RA.A.2</b> Interpret quotients of whole numbers.</p> <p>★ <b>RA.A.3</b> Describe in words or drawings a problem that illustrates a multiplication or division situation.</p> <p>★ <b>RA.A.4</b> Use multiplication and division within 100 to solve problems.</p> <p><b>RA.A.5</b> Determine the unknown number in a multiplication or division equation relating three whole numbers.</p> <p><b>RA.B.6</b> Apply properties of operations as strategies to multiply and divide.</p> <p>★ <b>RA.C.7</b> Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.</p> <p>★ <b>RA.C.8</b> Demonstrate fluency with products within 100.</p> <p><b>NBT.A.4</b> Multiply whole numbers by multiples of 10 in the range 10-90.</p>	<p><b>GMA.3</b> Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.</p> <p>★ <b>NEA.1</b> Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.</p> <p>★ <b>NEA.2</b> Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.</p> <p>a) <b>NEA2a</b> Describe the numerator as representing the number of pieces being considered.</p> <p>b) <b>NEA2b</b> Describe the denominator as the number of pieces that make the whole.</p> <p>★ <b>NEA.3</b> Represent fractions on a number line.</p> <p>a) <b>NEA3a</b> Understand the whole is the interval from 0 to 1.</p> <p>b) <b>NEA3b</b> Understand the whole is partitioned into equal parts.</p> <p>c) <b>NEA3c</b> Understand a fraction represents the endpoint of the length a given number of partitions from 0.</p> <p><b>NEA.4</b> Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line.</p>	<p><b>GMA.1</b> Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p> <p><b>GMA.2</b> Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.</p>





# Questions and Answers



## 2. Remediating Student Deficits

**Dr. Darrin Slade**  
Assistant Superintendent  
School Leadership

# Addressing Student Deficits

- Use data from formative assessments to gauge student's level of understanding and mastery
- Create distance learning opportunities for students to acquire needed skills during non-school hours (Google Classroom, Odysseyware)
- If the system adopts a virtual learning model some students with deficits may still be required to report to traditional settings to receive in person instruction from their teacher



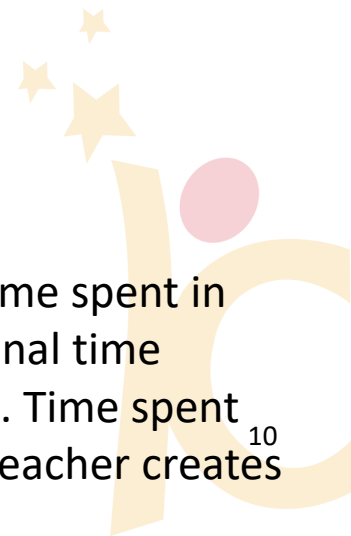
# Addressing Student Deficits

- Require students with reading and math deficits to utilize free online learning platforms like Khan Academy and Between the Lions to move closer.
- Master schedules can be adjusted to allow teachers to loop with their students. This will maximize instructional time and eliminate the "Get to Know" period that normally happens during the first few weeks of school.
- Utilize every available opportunity to increase instructional time for core subjects (summer school, after school tutoring, individualized pupil schedule adjustment).

# Adjusted Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
Phys Ed	Math Support	Math Support	Phys Ed	Math Support
Science	Science	Science	Science	Science
History	History	History	History	History

Student is struggling in Algebra 1 and receives additional support by reducing time spent in non-core class. Instructional coach 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



### 3. Summer School Role in Learning Gaps

**Dr. Trinity Davis**  
Assistant Superintendent of  
Curriculum, Instruction,  
and Professional Development

# Summer School Role in Learning Gaps

- Elementary
  - Summer school will be focused on mastery of selected high leverage grade level standards from the previous grade level.
  - Lead Teachers are at current grade level for all content areas.
- Middle School
  - Summer School will be focused on exposing students to incoming grade level standards that are typically low scoring on district and state assessments.
  - Middle school students will also complete a Passion Project for further practice in researching and writing.
  - Lead Teachers are focused on next course level content. Example: 8th grade science to Physics 1st content.
- High School
  - End of Year courses will be for credit recovery, but not attainment
  - Credit attainment courses will not be available for students to test-out to support instructional gaps from previous content



# Questions and Answers





## 4. Comprehensive School Improvement Plan

**Dr. Lloyd Jackson**

Assistant Superintendent of  
School Leadership



## Focused Data and PD

- Use of data (online engagement)
- Integrating 4th quarter standards into next school year
- Continued professional development around virtual instruction and blended learning





## Continued Support from District

- Continued Professional Development around PLC/RtI/PST and how the three are integrated to support student learning
- Individualized assignments for Research and Accountability
- Potential part-time school improvement coordinator to monitor and continue to align comprehensive school improvement plans

# Questions and Answers



# 5. Addressing Social/Emotional Needs of Students

**Dr. Latesha Woodley**

**Executive Director Student  
Support Services**



# 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





# No Student Contact Data (Elementary School)

Elementary Schools	#Students Enrolled	#Students Not Contacted (4/8/20)	#Students Not Contacted (4/24/20)	#Students Not Contacted (5/15/20)	#Students Not Contacted (5/22/20)
African Centered	438	Data not received	Data not received	Data not received	Data not received
Banneker	437	63	48	26	26
Border Star	366	8	3	Data not received	1
Faxon	286	Data not received	0	0	0
FLA	693	8	3	3	3
Garfield	457	156	38	6	6
Melcher	364	86	21	20	20
Carver	381	12	6	4	4
Gladstone	457	36	36	4	4
Hale Cook	323	9	9	9	9
Holliday	339	16	1	1	1
J.A. Rogers	584	142	25	12	12
James	283	46	12	11	11
Hartman	351	55	34	21	21
Longfellow	225	Data not received	Data not received	42	42
King	382	80	67	66	66
Wheatley	446	30	30	30	30
Pitcher	302	19	13	13	13
Garcia	313	24	0	0	0
Knotts	72	32	32	0	0
Trailwoods	356	29	0	0	0
Troost	342	5	2	1	1
Phillips	285	35	13	4	4
Whittier	453	13	15	1	1

# No Student Contact Data (Middle School)

Middle Schools	#Students Enrolled	#Students Not Contacted (4/8/20)	#Students Not Contacted (4/24/20)	#Students Not Contacted (5/15/20)	#Students Not Contacted (5/22/20)
Central Middle	480	480	21	Data not received	18*
Lincoln Middle	404	404	1	1	1
Northeast Middle	781	781	Data Not Received	Data not received	46
Paseo Middle	Data included w/HS	Data included w/HS	Data included w/HS	Data included w/HS	24



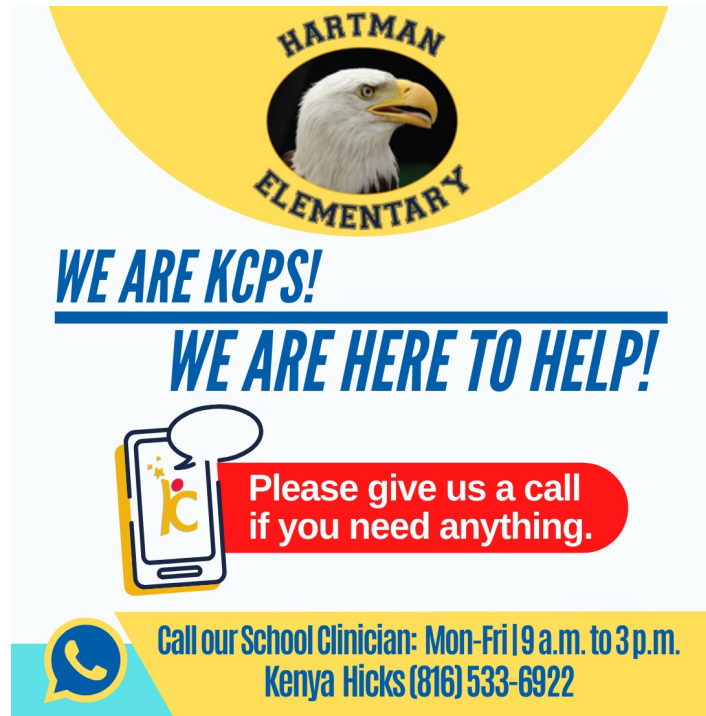
# No Student Contact Data (High School)

High Schools	#Students Enrolled	#Students Not Contacted (4/8/20)	#Students Not Contacted (4/24/20)	#Students Not Contacted (5/15/20)	#Students Not Contacted (5/22/20)
East High	1154	1154	84	28	28
Central High	500	500	52	18	18
Lincoln High	832	832	28	1	1
Northeast High	624	624	146	24	24
Paseo High	501	501	32	32	8
Southeast High	551	551	207	21	21
Success at Anderson	113	113	9	8	8

# Social & Emotional Supports

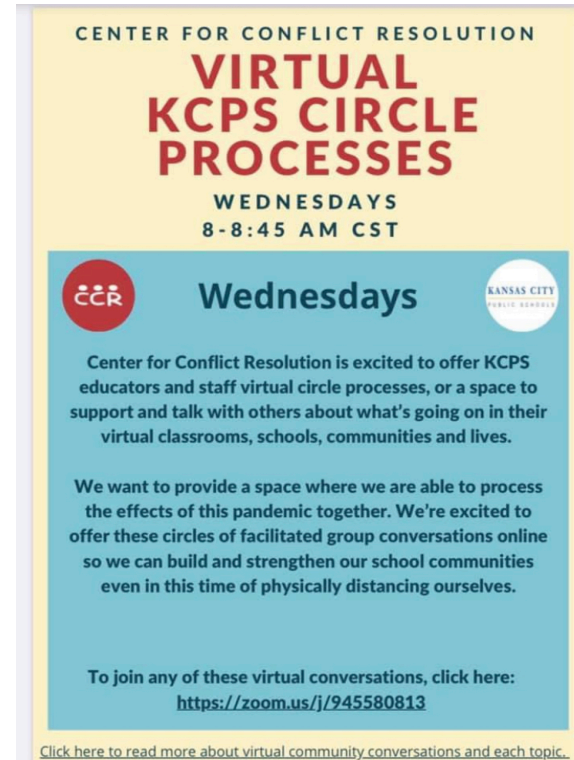
## Student & Family Supports

- 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)



CENTER FOR CONFLICT RESOLUTION

## VIRTUAL KCPS CIRCLE PROCESSES

WEDNESDAYS  
8-8:45 AM CST

**Wednesdays**

Center for Conflict Resolution is excited to offer KCPS educators and staff virtual circle processes, or a space to support and talk with others about what's going on in their virtual classrooms, schools, communities and lives.

We want to provide a space where we are able to process the effects of this pandemic together. We're excited to offer these circles of facilitated group conversations online so we can build and strengthen our school communities even in this time of physically distancing ourselves.

To join any of these virtual conversations, click here:  
<https://zoom.us/j/945580813>

[Click here to read more about virtual community conversations and each topic.](#)

# Questions and Answers





## 6. Virtual Learning and Lessons Learned

**Dr. Marla Sheppard**  
Deputy Superintendent

# Lessons Learned from Virtual Instruction

## Teacher Needs

- Teachers needed a structure to help support the work
- Teachers needed professional development on how to utilize the digital tools available
- Teachers needed professional development on how to create the virtual lessons that would engage students
- Teachers needed a protocol in place to collaborate with one another

## Student Needs

- Many students needed electronic devices; a timelier process would have worked better
- Many students did not have access to high speed internet
- Many students lacked the structure in their homes for us to treat it like a regular school day. Flexibility is key!
- Process for students who we don't connect with regularly (or at all) is needed.



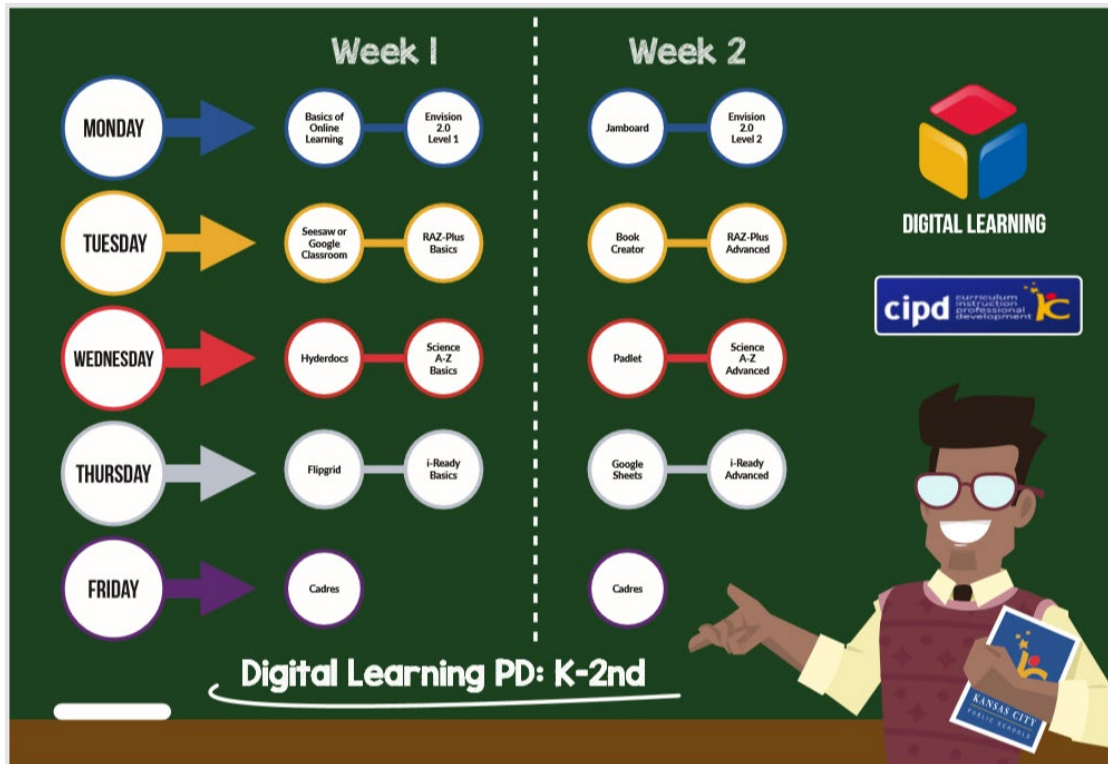
# Sample Schedule

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> (1 hour) Digital Learning	Basics of Online Learning	Seesaw or Google Classroom	Hyperdocs	Flipgrid	Grade level cadres reflecting on the week's learning. Lesson presentations from teachers
<b>2</b> (1 hour) Content	Envision 2.0 Basics	Newsela Basics	Discovery Ed Basics	i-Ready Basics	
<b>3</b> (1 hour) Team Lesson Planning	Create a lesson plan incorporating basics of online learning and Envision 2.0	Create a lesson plan incorporating Google Classroom and Newsela	Create a lesson plan incorporating Hyperdocs and Discovery Ed	Create a lesson plan incorporating Flipgrid and i-Ready Basics	
<b>4</b> (1 hour) Individual Plan Time	Plan Time	Plan Time	Plan Time	Plan Time	Plan Time
<b>5</b> (90 minutes) Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours





# Professional Learning





# Teacher Collaboration

## KCPS Virtual Learning: Elementary Cadres



Cadre	School	School
1	Border Star	Holliday
	Garfield	Whittier
2	FLA	AC Prep
	Hartman	Carver
3	Gladstone	James
	Faxon	Longfellow
4	Banneker	Knotts
	Phillips	Wheatley
5	Garcia	Pitcher
	Hale Cook	Trailwoods
6	Troost	Melcher
	Rogers	King



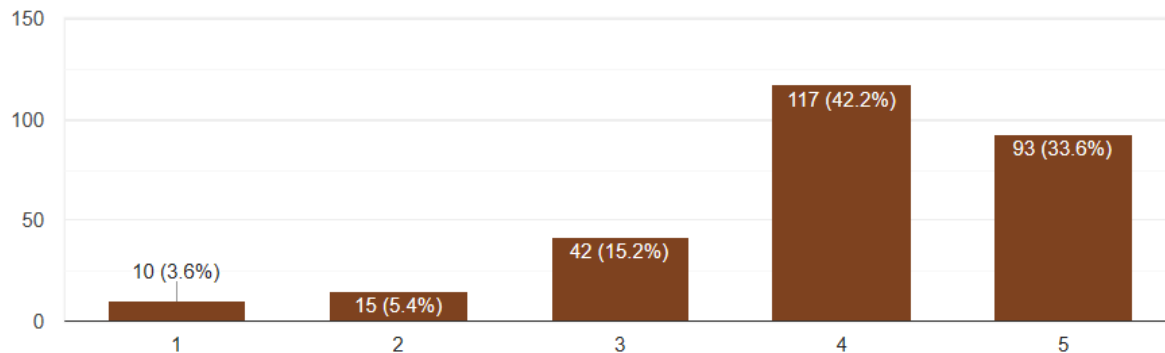


# Teacher Collaboration Feedback



## Cadre Meeting (Overall Satisfaction)

277 responses





# Questions and Answers



## 7. Surveying Staff and Community Regarding School Closure

**Ms. Kelly Wachel**

Chief Marketing and  
Communications Officer

# Thoughtexchange

- Thoughtexchange helps us crowdsource answers to questions in real time.
- "What worked well and/or did not work well over the past few weeks regarding distance learning with KCPS and what else should we be considering as we plan for the next school year?"



**What are your people  
thinking right now?**

# Questions and Answers



# Plan to Address a Possible Fall/Winter Closure

**Dr. Mark Bedell**  
Superintendent

**Dr. Marla Sheppard**  
Deputy Superintendent

# Ideas for Possible School Closure



Alternative School  
Calendar



Creating an updated  
curriculum pacing guide



Continued training and  
professional development  
for teachers



Interim School  
Intervention Sessions for  
students



# RSIT Breakout Discussion



# Feedback/Requests



# Regional School Improvement Team



Thank you