Kansas City Public Schools and Department of Elementary and Secondary Education

October 24, 2017
Focus and Priority Schools

*How our District’s Strategic Plan is Aligned to Accountability Plans*

*“Moving the District Forward”*

Dr. Anthony Lewis and Elizabeth Austin
“Improving is hard work. To improve implies intent, consideration and coordination. Tangible, significant and sustainable progress can only happen with honest assessments, careful planning and faithful execution.”

Dr. Mark T. Bedell
Focus and Priority Schools

Focus Schools:
- Within the lowest performing 10% of the remaining Title I schools as determined by ELA and Math proficiency of the super-subgroup

Priority Schools:
- Within the lowest performing 5% of Title I schools (eligible or served) as determined by ELA and math proficiency; or
- A high school with a graduation rate less than 60% for three consecutive years
<table>
<thead>
<tr>
<th>Focus Schools</th>
<th>Priority Schools</th>
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<tbody>
<tr>
<td>Garfield</td>
<td>ACCPA</td>
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<tr>
<td>Gladstone</td>
<td>Banneker</td>
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<tr>
<td>Longfellow</td>
<td>Central Academy</td>
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<td>Rogers</td>
<td>Faxon</td>
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<td>Wheatley</td>
<td>King</td>
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<td>Whittier</td>
<td>Melcher</td>
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<td>Northeast High</td>
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<td>Southeast High</td>
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<td>Troost</td>
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Core Elements for Student Achievement

- Leadership
- Collaborative Cultures
- Curriculum, Instruction and Assessment
- School Culture
- Student Attendance
Accountability Plans

- Principals received PD – July/August
- Principals and School Leadership Teams draft plans
- Plans submitted – September 29th
- Plans reviewed by District Leadership
- Principals revise plans based on feedback
- Plans implemented and monitored
### Accountability Plan Goals

#### Leadership
An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

<table>
<thead>
<tr>
<th>CSIP:</th>
<th>Goal 1-5</th>
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<tbody>
<tr>
<td></td>
<td>Pillar C</td>
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<td></td>
<td>Strategic Priority 9</td>
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<tr>
<th>Principal Evaluation:</th>
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<tr>
<td>Standard 2</td>
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#### Collaborative Cultures
Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

| CSIP: |
| Goal 3 |

<table>
<thead>
<tr>
<th>Teacher Evaluation:</th>
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<tbody>
<tr>
<td>Standard 7</td>
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<tr>
<td>Standard 9</td>
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#### Curriculum, Instruction and Assessment
Curriculum, instruction and assessments are comprehensive and aligned with the core academic standards. Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

| CSIP: |
| Goal 1 |
| Goal 2 |
| Goal 3 |
| Goal 4 |

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<thead>
<tr>
<th>Teacher Evaluation:</th>
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<tbody>
<tr>
<td>Standard 1</td>
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<td>Standard 2</td>
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<td>Standard 3</td>
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<td>Standard 4</td>
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<td>Standard 7</td>
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#### School Culture
A positive school culture and climate is one where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

| CSIP: |
| Goal 2 |

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<thead>
<tr>
<th>Teacher Evaluation:</th>
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<tr>
<td>Standard 2</td>
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<tr>
<td>Standard 5</td>
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<tr>
<td>Standard 7</td>
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#### Student Attendance
Regular attendance in class is an important factor to a student’s success in school. 90% of the students should be in attendance 90% of the time.

| CSIP: |
| Goal 5 |

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<thead>
<tr>
<th>Teacher Evaluation:</th>
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<tr>
<td>Standard 7</td>
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</table>
**Prioritized Needs for the Building.**

1. Establish a collaborative culture to support high achievement and personal development.
2. Improve classroom instruction to increase student performance in Reading, Math and Science.
3. Effective implementation of Instructional Technology using the 1:1
4. Improving teacher technology and professional development
5. Hire a Parent Liaison to enhance and parental involvement.
6. Implement before and after school programs, QRI, & AlphaKids.
7. Professional development needs
8. Analyze and Track student progress monthly to create next steps for Reading, Math & Science.
9. Attendance and Behavior Support Interventionist will work to decrease the number of days lost to instruction and increase student attendance.
## Identify Prioritized Needs

<table>
<thead>
<tr>
<th>Prioritized Needs for the Building</th>
<th>1. Establish a collaborative environment</th>
<th>Achievement and personal development.</th>
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<tbody>
<tr>
<td></td>
<td>2. Improve classroom instruction</td>
<td>performance in Reading, Math and Science.</td>
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<tr>
<td></td>
<td>3. Professional development</td>
<td>QRI, &amp; AlphaKids.</td>
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</table>
SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
The teachers at Banneker Elementary will collaborate in grade levels and PLCs to tier students for intervention for ELA, Math & Science for the 2017-18 school year.
The students at Banneker Elementary school scored on the MAP test.
The students at Banneker Elementary school scored 18 school year on the MAP test.
The students at Banneker Elementary school scored 2017-18 school year on the MAP test.

Rationale (name the existing conditions/data points):
Utilizing the district curriculum, common assessment, research to increase higher order thinking skills a

Teachers will examine and analyze data

ELA will increase by 3% by the end of the 2017-18
Math will increase by 3% by the end of the 2017-
Science will increase by 3% by the end of the

Address high impact targets supported by

Teachers will examine and analyze data from the NWEA scores
Teachers will examine and analyze data from the completed data cycles
Tier students in ELA and Math for strategic intervention
Teachers will use Alpha Kids/ QRI for intervention
Daily Trackers in Reading, Math & Science
Goal Pages

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

The students at Banneker Elementary school scoring proficient and advanced in ELA will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scoring proficient and advanced in Math will increase by 3% by the end of the 2017-18 school year on the MAP test.
The students at Banneker Elementary school scoring proficient and advanced in Science will increase by 3% by the end of the 2017-18 school year on the MAP test.

Rationale (name the existing conditions/data points to support the SMART objective/goal):

- Student performance data from the 2014 MAP showed that 12.6% of the students tested scored proficient or advanced in ELA and 13.8% of the students tested scored proficient & advanced.
- Student performance data from the 2015 MAP showed that 18.9% of the students scored proficient or advanced in ELA and 5.7% of the students tested scored proficient & advanced in Mathematics 16.0% of 5th Grade Science students tested scored proficient & advanced.
- Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5th Grade Science students tested scored proficient & advanced.
### Measurable Adult Behaviors:

- Teachers will meet as a grade level team to discuss and implement instructional strategies and student achievement.
- Teachers will conduct peer “Classroom Walkthroughs” quarterly to identify instructional practices in need of improvement and celebrate best practices.
- Teachers will include differentiated instructional strategies in lesson plans.
- Teachers will include 1-2 critical questions per content area in their lesson plans.
- Teachers will use the district curriculum.

### T2: Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

### T5: Teachers engage in ongoing reflection of their own professional growth, and assess their instructional effectiveness relative to student learning.

### T7: Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.
SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Utilizing the National SAMS process, the principal will decrease management task by 30% and increase instructional leadership task by 30%, as measured by the SAMS Time Track portal, by January 2018.

Measurable Adult Behaviors:

- Principal will meet with SAM daily to discuss and plan the week
- The SAM will help the administrator plan daily, weekly & monthly calendar
- Principal will complete weekly walkthroughs with every teacher and provide feedback
- Principal will attend bi weekly grade level/Data teams meeting with each grade level
- Principal will conduct “Classroom Walkthroughs” each week to identify instructional practices in need of improvement, especially practices related to student engagement in English language arts and math.

L5: Principal uses multiple strategies to provide timely feedback about classroom practices and student learning (e.g., lesson study, collaborative analysis of student work, classroom observations, and team planning).
Support

• Monthly teacher trainings on the implementation of the standards in classrooms
• Embedded professional development for K-2 reading teachers in our Focus and Priority schools
• Quarterly professional development in mathematics instruction for grades 3-9 (including Algebra I)
• Campus collaborative walkthroughs specifically looking at the tasks that students are engaged in
• Instructional focus at each monthly meeting with curriculum rotations
• Principal's Professional Learning Communities (PLC’s) with walkthroughs focusing on the task
• Increased Assistant Principal Allocation
• Principal Coach
Progress Monitoring

• Assistant Superintendents spend 50% of their times in buildings
• Increased Curriculum and Instruction and School Leadership visits (more time at school site with focused follow-up, more monitoring)
• Monthly meetings to Monitor Accountability Plan Goals (at site, with cohort, and individually)
• Monitor Achievement Series Data
• Monitor Discipline Data
• Monthly Attendance PLC’s
Questions?
Plan for Addressing Students Scoring Below District Averages

Dr. Marla Sheppard and Dr. Trinity Davis
### Plan for Addressing Students Scoring Below District Averages

#### Plan Implementation, Monitoring and Measuring

**2017-18**

<table>
<thead>
<tr>
<th>Quarterly Data Reviews</th>
<th>November 2017</th>
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<tbody>
<tr>
<td></td>
<td>January 2018</td>
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<td>March 2018</td>
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**2018-19**

<table>
<thead>
<tr>
<th>Master Schedule with built-in Interventions</th>
<th>Training 2017-18 school year</th>
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<tbody>
<tr>
<td>Individualized Interventions based on MAP/Universal Screener Results</td>
<td>August 2018- May 2019</td>
</tr>
<tr>
<td>Quarterly Data Reviews</td>
<td>October January March</td>
</tr>
</tbody>
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**Principals Meeting Agenda:**
- Provide principals with disaggregated results in Math and ELA per school per teacher
- Complete chart that identifies low SE’s per school/grade
- Unpack standards that are below district average
- Devise Intervention plan with use of spiraling
- Plan for principals to work with teachers per student
Plan for Addressing Students Scoring Below District Averages
Plan Implementation, Monitoring and Measuring

IEP Students / Non-MAP A

• Currently, a special education program evaluation is being conducted
• Our goal is to determine whether there is an efficient and effective model in place to create improved outcomes for IEP students

Trainings

• Co-teacher training with four models taught (September, 2017)
• Schools are to determine a model that will be utilized by general education and special education staff (By May, 2018)
• Principals will receive PD on master scheduling in order to create common planning periods for SpEd teachers in their content area (November, 2017)
Plan for Increasing ACT, Algebra I and English 2 Scores

Dr. Marla Sheppard and Dr. Trinity Davis
Plan for increasing ACT, Algebra I and English 2 Scores in District High Schools

**Increasing ACT Scores**

- Partnership with Urban League for ACT prep
- Incorporate ACT prep class into high school master schedule (2018-19)
- Increase the number of AP/Pre-AP courses offered at high schools (2018-19)
- Use Pre-ACT data to determine need for students and provide tutorials (2017-18)

**Increasing Algebra I and English 2 Scores**

- Evaluate the effectiveness of the curriculum (CGCS) (2017)
- Provide quarterly PD through AIMS (2017-18)
- Provide Abydos English PD for 9th and 10th grade teachers (2017-18 summer)
- Monthly Algebra I and English 1 and 2 PD by teacher facilitators (2017-18)
- Quarterly data reviews (2017-18)
- Tiered visits by curriculum coordinators
- Provide final exam exemptions for students scoring Proficient or Advanced on EOC Exam (2017-18)- Student motivation
Data Teams, Response to Intervention PD Training

Dr. Marla Sheppard and Dr. Trinity Davis
Data Teams, Response to Intervention PD Training (2017-18)

- Provide PD for teachers on the workshop model (Curriculum Coordinator)
- Professional development through consultants to provide engaging instructional strategies in literacy and math
- District data teams will be utilized quarterly in effort to model for principals school-level actions (Department of School Leadership)
- June, 2018 required PD hours in RtI for all schools (Summer Institute)
• Provide push-in support during intervention time for students in need of additional help (elementary) - Training, Summer 2018
• Provide a second block of reading and/or math at the secondary level for students scoring Below Basic on MAP (secondary) - Training, Summer 2018
• Master schedule training to meet the needs of ALL learners
• Data Meeting in May/June, 2018
• Universal Screener with Adaptive Capabilities
Questions?
Strategic Plan “Scorecard”
Progress Measurements and How We Mark Progress

Mr. Jesse Lange
Ways to Measure Progress

- **District-wide Scorecard** (completed)
- **Vital Signs Scorecard** (in design process)
- **Cycle of Inquiry** (in design process)

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**District Level**

**School / Department Level**
• Annual tracking
• Compares to Missouri state averages
• Reported to Board and public
Vital Signs Scorecard (School Level)

Designing dashboards of key indicators of student learning and professional practices for KCPS elementary, middle, and high schools

Will apply the design to each school working collaboratively with each principal
Cycle of Inquiry and Data Summit

Designing a framework for conducting cycles of inquiry, including a process for holding evidence-based collegial conversations about student learning and professional practices (Data Summit every 6-12 weeks) at the school-level and department-level.
Additional Planning Work

- Annual School Improvement Plans
- Annual Department Work Plans
- Leadership Coaching & Support
- Progress Reports for Stakeholders
Update on Recent Academic Achievement Data NWEA

Dr. Anthony Lewis & Ms. Elizabeth Austin
Data is divided into quartiles

**KEY**

**EAY 16 & 17** = Enrolled All Year School Year 16 & 17

**EAY 17** = Enrolled All School Year 17

**N EAY 17** = Not Enrolled All School Year 17

**Not Enrolled SY17** = Not Enrolled School Year 17
KCPS SY18 Fall NWEA Mathematics

NWEA Fall Administration provides baseline data for growth analysis.

Analysis of Enrollment trends when applied to the NWEA assessment in Mathematics starkly illustrates that students who exhibit a level of enrollment stability exhibit a higher level of academic performance than students experiencing mobility.

EAY = Enrolled all Year
N EAY = Not Enrolled All Year
KCPS SY18 Fall NWEA Mathematics

1st Grade

• KCPS 1st Graders that were enrolled all year (Kindergarten and Pre K) had approximately 25% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

• Students not enrolled in KCPS for SY17 had 31.8% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.
KCPS SY18 Fall NWEA Mathematics
2nd Grade

- KCPS 2nd Graders that were enrolled all year had approximately 19% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

- Students not enrolled in KCPS for SY17 had 23.2% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.
KCPS SY18 Fall NWEA Reading

- KCPS Fall NWEA Reading scores illustrate a similar pattern as Mathematics scores when viewed through the lens of mobility.

- KCPS students with enrollment stability attain a higher level of academic achievement than their peers that experience mobility. This trend is more pronounced at the earlier grades.
KCPS SY18 Fall NWEA Reading 1st Grade

- KCPS 1st Graders that were enrolled all year (Kindergarten and Pre K) had approximately 23% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

- Students not enrolled in KCPS for SY17 had 30% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.
• KCPS 2nd Graders that were enrolled all year had approximately 16% more students score in the third and fourth quartiles compared to student enrolled for less than a whole year.

• Students not enrolled in KCPS for SY17 had 17.4% of students tested score in the first quartile compared to students enrolled all year in SY16 and SY17.
Questions?
Feedback/Requests
Monthly Meeting Date