



Status Report: Development Plans

March 15, 2022



Overview

Four Areas of Development:

- I. Academics**
- II. Talent**
- III. Climate**
- IV. Systems**

I. Academics

Accomplishments

- District Data Visualization Tool is selected (Tableau)
- Database is being populated in Infinite Campus with historical data
- Intense Training underway for CO staff to build platform
- Revisions to Units is in progress:
 - Profile of a Graduate updates
 - Foundations, Morphology, and fluency
 - Math training in Illustrative Grades 6-9 started and ongoing

Academics



JEFFREY

Building Reading Stamina- Teachers used PLC time to plan for ways to increase student's independent reading in Unit 1. Lessons on building reading stamina were implemented, and coaches worked alongside teachers to model best practices for keeping our mini-lesson efficient. Teachers have students graphing their reading minutes to show and celebrate progress.



RYERSON

SRBI & PLC Work: Grade Level Teams met during the Fall & Winter Data/SST meetings to identify academic strengths and areas of growth within their cohorts. Based on student performance, teachers identified areas to target for small group/tier one student groups. Following each Data/SST meeting, each grade level PLC meeting focused on sharing best practices and increasing teacher's instructional toolbox with the support of Coaches to increase student progress and enhance instructional practices.



BROWN

Math and ELA coaches met with core teachers on a weekly basis during department meetings. Interventionists were included in these meetings once a month. In addition, the coaches met with the special education teachers once a month.

LA: Reviewed fluency strategies and activities with classroom teachers, special education teachers and interventionist to implement in the classroom.

Math: Implemented multiplication fact fluency instruction within core instruction, tiered intervention support and special education study center.



POLSON

Illustrative Math is used throughout grade 6, in Math-7 classes in grade 7, and in Pre-algebra in grade 8. Two in-person trainings to-date for all teachers with two more planned before June; collaboration and co-teaching with coach for grade 6 teachers; PLC work to plan/assess/revise lessons and units in grades 7 & 8.



DHHS

Departments are in the process of revising current units of study to be in alignment with the capacities of the Profile of a Graduate. Administration analyzing results to ensure coherence throughout the building. Considering adding a Fab Lab in what has become underutilized library space for academic use. Staffing of the Fab Lab is a particular focus at this time.

II. Climate: Positive School Culture

Accomplishments

- Equity, Diversity and Inclusion Committee is operational
- Completed a series of self-selected book clubs
- Sub-committees formed
 - Professional Development
 - Curriculum work
 - Diversity in workforce
- Trauma Informed practices PD for entire district
- Training and Launch of Universal Screening for Emotional Well-Being K-8

Climate Positive School Culture



JEFFREY

We have implemented the following programming in order to ensure that **all students feel included at Jeffrey School**: buddy classes, 3rd Grade Leadership Teams, PTO workshops, Unified Champion School and Sports, “Cool to Care” week, PAWSitive Office referrals, and more! Survey will be readministered in the Spring to determine results.



RYERSON

Implemented “KHR Future Leaders” program. This program seeks third grade students who are interested in being involved in our school community and wish to be an active member within our school. This program allows for all students to be involved depending on their interest and the initiative at the time. Programs to-date which students have led: Toy Drive, Food Drive, KHR Unified Sports team, Jumping Jacks Challenge, Jingle Jive and Helping Hands.



BROWN

The Brown Advisory work started in November with monthly lessons delivered by Core teachers under the direction of our school counselor. To-date the themes have been Gratitude, Generosity, Responsibility and Kindness. Additionally, all students have received lessons in conflict resolution and stress management (including yoga).



POLSON

Implemented Principal’s Advisory Council meetings with student representatives from grades 6, 7, and 8. To date, we have held 7 meetings with feedback from 30% of students. We expect meeting with 50% of students by June. Topics have included scheduling, library media center, clubs, homework, executive functioning, and community & connectedness, among others.



DHHS

Wellness Wednesday - increased student and faculty voice and agency in the activities that will be offered. Changed messaging from Guidance Counseling to School Counseling to reflect the full suite of services provided by this department. Adding stipend positions to ensure this year’s advisory planning continues over the course of the summer and throughout next year.

III. Talent: Staff Development

Accomplishments

- Cross-training regular education and special education started
 - Illustrative Math (MS)
 - Fluency and Morphology
- Instructional Rounds active
- High Expectations Modules in Safe Schools for New Teacher Orientation that all students can learn at high levels.

Talent Management



JEFFREY

ParaEducator Training - Jeffrey paraeducators have engaged in 8 monthly paraeducator meetings and 4 PD sessions. They have received training on topics such as: Responsive Classroom Language, Supporting FUNDations, Advancing Math Strategy Groups, Assistive Technology (Co-Writer) and Promethean Boards.



RYERSON

Professional Development: Held Instructional Rounds with Leadership team to examine the level of “Accountable Talk” at all levels. 8 classrooms were visited and as a result, our team identified the next level of work for accountable talk. As a result a PD session was held with the assistance of coaches focused on how best for teachers to elevate the level of work for students in this area.



BROWN

2 New members to the Brown Leadership Team. 3 Brown teachers serving as mentors to new teachers. 2 Brown teachers have taken on student teachers this year. A number of Brown teachers involved in district committee work including 3 Brown staff on the district Equity Committee. Brown teachers serving on Interview Teams across the district including 2 on the Athletic Director interview committee.



POLSON

Held two Instructional Rounds to examine student engagement with a third planned for spring. Groups included teachers, coordinators, and administrators. An estimated 50 classes have been visited, including core, related arts, and special education. 13 coaching cycles have been completed to-date with math and LA teachers; these continue through year-end.



DHHS

Increased opportunities for faculty members to participate in formal and informal leadership roles. This includes 5 faculty members who joined the leadership team to develop the SDP; several faculty members who have been invited to participate during Program Coordinator meetings; 19 faculty members who have been assigned to leadership roles to support the NEASC accreditation process; a faculty member who is assigned as Safe-School Climate Specialist; and 2 faculty members who are leading the process to revise our current advisory program.

IV. Systems: Systems for Student Success

Accomplishments

- College and Career Counselor with a 2-year plan
- Three new district-wide committees
 - Diversity Equity Inclusion
 - District Development Team
 - SEL
- Examination of Intervention Data in district-wide team
- Revisiting recruitment efforts and hiring practices

Systems



JEFFREY

Social Worker: Our new, full-time social worker has woven herself into the fabric of our school. She services a caseload of 18 students, facilitating both small and individual student support groups. She also is overseeing the implementation of the DESSA assessment for social-emotional learning, co-teaching in our PAL behavior program, speaking at PTO meetings, sitting as a standing member of our weekly SST team, and connecting with local agencies to collaborate.



RYERSON

Responsive Classroom: Professional Development “refresher” trainings have been provided to both certified and classified staff for consistency with language, approaches and opportunities. In addition, our **KHR SEL team** (social worker, psychologist, and school counselor) created a SEL platform accessible to all students and staff. This virtual platform known as “KHR Pawsitive Classroom” aligns with the SEL curriculum. Classroom teachers and SEL staff provide instruction and use this virtual classroom to extend the topics within the curriculum for all students.



BROWN

Analyzed data from the fall and winter universal assessments, including the BAS, easyCBM and multiplication fact fluency benchmarks, to adjust Tier 1 groups as needed. Analyzed Tier 1 progress monitoring data. Dedicated a paraeducator to the Math and LA coaches to support the Tier 1 work.



POLSON

Social worker role has expanded to include School, District, and Community-based focus. Includes but is not limited to Diversity Club Co-Chair; Presenter for Restorative Practices and School Climate to grade level teams; facilitator of MPS Social Worker collaborative; coordinator of mentoring program with MYFS.



DHHS

Formed a committee to review, design, and improve advisory lessons offered during PAW. Two faculty members working with faculty/students during the planning phase. (Planned rollout the 22-23 school year). Working with the School Counseling Dept. in preparation for the transition of a School Counselor to the role of College and Career Counselor. Creating relationships with local businesses and first ever College and Career Fair is scheduled on April 27, 2022. Planning communication to current students regarding change in counselor due to this transition. Supporting new faculty by assigning a mentor, offering monthly meetings with an administrator, providing feedback through the evaluation process, and encouraging ongoing communication.

Questions?

