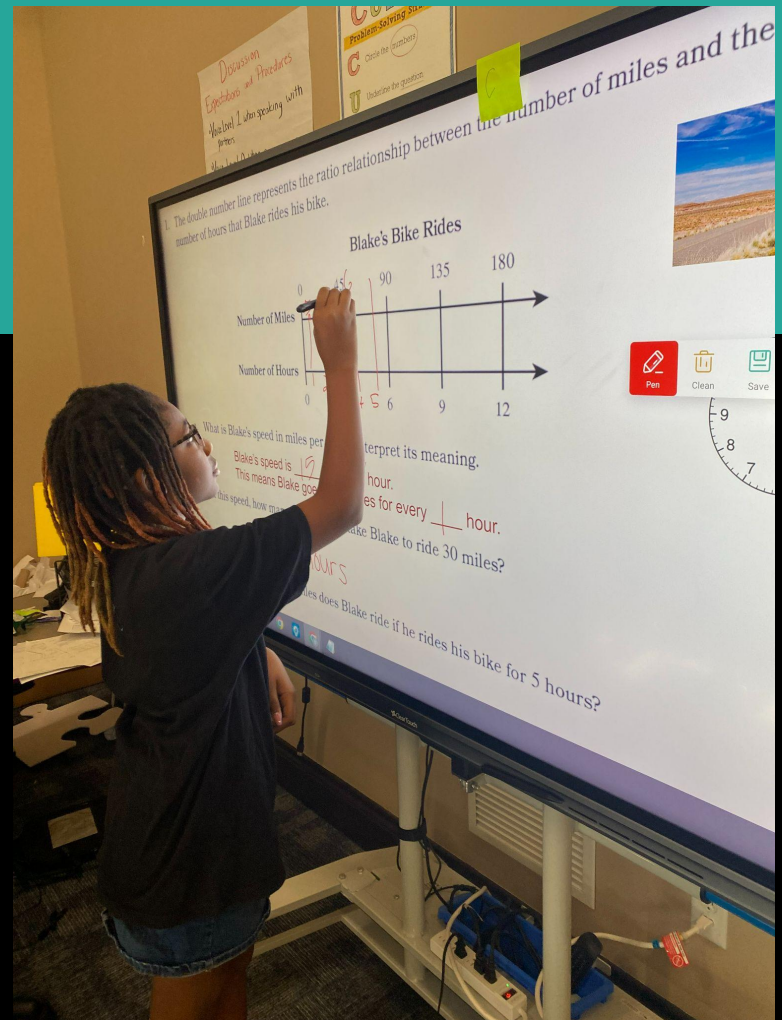




KANSAS CITY
INTERNATIONAL
ACADEMY

Curriculum & Instruction Report

Dec. 13, 2022



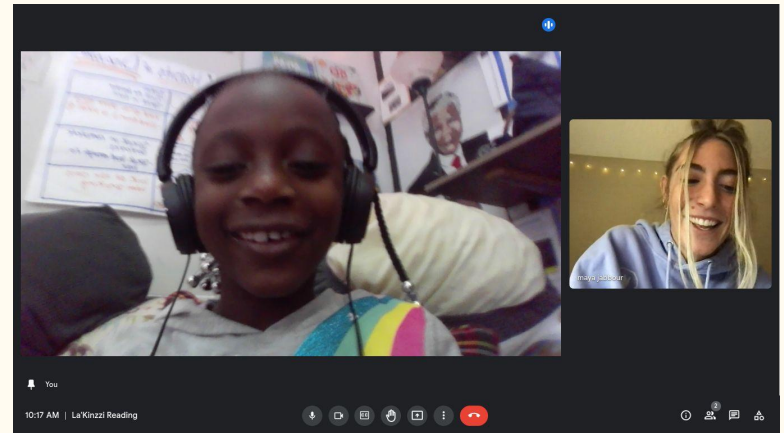
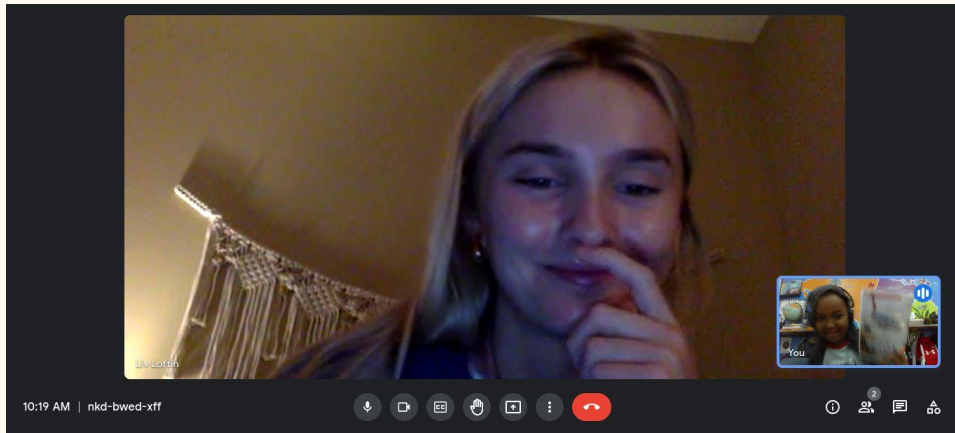
What's Happening?

- Winter assessment period is in progress:
 - NWEA
 - Fountas & Pinnell
 - Early Literacy Assessments
- Teachers are using data to regroup students and adjust plans for the next semester
- Working with the MCPSC & the National Charter Institute to set differentiated academic goals for our next contract renewal
- LETRS Training for teachers and administrators



Virtual Reading Buddies

Shout out to second grade for recruiting “college buddies” to read one-on-one with students during their small group literacy interventions. Volunteers from Kappa at KU meet with students virtually via Google Meet for individual reading support. Teachers provide a digital copy of the students’ books to volunteers so that they can listen to them read, support decoding and discuss the text. Students clocked 16 hours of one-on-one reading during their first week!



Implementing LETRS Learning

As a school, 88% of eligible staff are finished with LETRS Unit 1 and our overall class average score is 91%. Bravo! More than two-thirds our staff are on track with our pacing guide.

Teachers spent time in team meetings last month analyzing individual student writing samples to identify causes for potential misspellings, based on learning during our full-day PD session.

Instructions: Consider the following questions in regard to each of your case study students as you examine their spelling samples. As you identify examples, write them down in the spaces given.

1. Do any errors indicate that the student is confusing voiced and unvoiced phonemes that are alternately similar? Example: Writing "sat" for "st" or "st" for "sat"	- geg for dig back of tongue on ridge front
2. Do any errors indicate that the student is confusing nasal sounds with nonnasal sounds articulated in the same place? Example: Writing "seems" for items	- fem for fan lip together tongue on ridge behind teeth
3. Do any errors indicate that the student is confusing phonemes that fall in the same category but involve different mouth movements? Example: Writing "vis" for this	
4. Do any errors indicate that the student is confusing continuous sounds with stopped sounds? Example: Writing "sharp" for shap	
5. Do any errors indicate that the student is omitting or adding up sounds that are hard to collect (like and lipless)? Example: Writing "toy" or "prey" for play	
6. Do you notice any other error patterns not described above? What are they? What phonological awareness might these errors indicate?	
7. What sounds should you target when giving this student instruction and practice in phonemic awareness?	-Vowel sounds -Continue final phoneme sounds

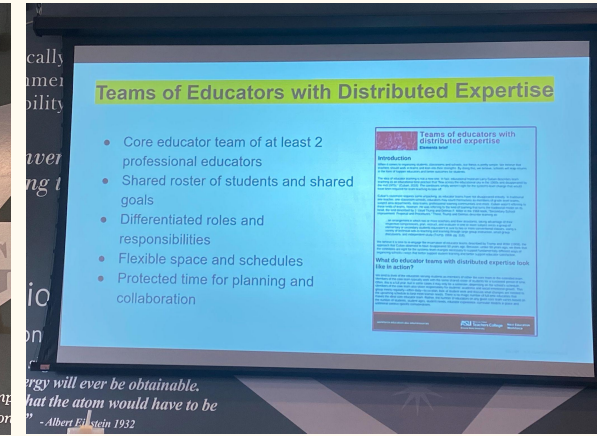
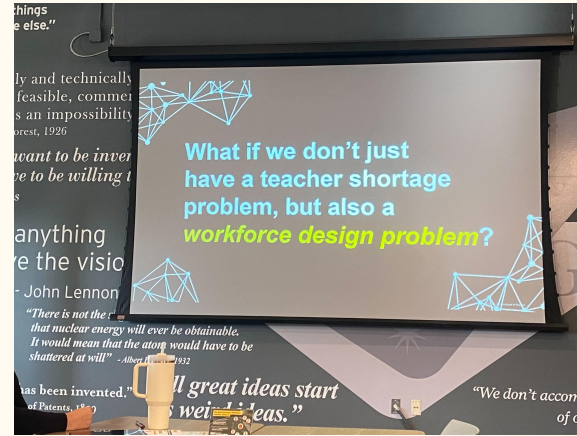
Handwritten student work on lined paper. The text reads: "she is playing wuf her friend". Above "wuf" is a scribble and the word "is" is written above it. Above "her" is "or" and above "friend" is "ie". Arrows point to "ing" and "th" with the note "change tongue + teeth placement". At the bottom, it says "use a mirror to practice making the sound kid lip sound cards".

Handwritten student work on lined paper. The text reads: "Red blood cells ^{look} like a ^{delivery} truck. How to have a great heart LITERALLY you can exercise ~~point~~ ~~center~~ You can do a literal great heart by eating healthy ~~text~~ ~~exercise~~ and you can have a literal great heart by running ~~gaining~~ by exercising ~~in~~ of eating juice. ~~food~~ ~~exercise~~ This shows she has a literal healthy heart point 2. She shows a great heart when she eating healthy ~~text~~ ~~exercise~~ exercising in like inside breathing healthy ~~exercise~~ ~~shows~~ she is a person ~~conclusion~~ she was eating healthy".

Below this, there is a list of words: "inside", "breathing", "shows", "inside", "breathing", "shows".

Empowering Educators Through Team-Based Staffing

Hannah, Courtney and Kate visited schools in Arizona in November as part of an educator cohort (grant funded by SSKC) exploring team-based staffing models and innovative forms of distributed teacher expertise. This exploration is guided by work out of Arizona State University. We saw several unique school staffing models in action and had great conversations with teachers and administrators about creating conditions in schools that best serve students and empower teachers to specialize and build on their strengths. See more information about [the work ASU is doing here](#)



Student Text Annotations

Middle School students and staff have prioritized using common annotations this year to help students document their thinking and make sense of text. I've especially noticed students using the GIST strategy in ELA courses to summarize chunks of text in their own words. Check out these examples of student thinking about REALLY complex texts, like *All Quiet on the Western Front*, *The Odyssey* and *The Picture of Dorian Gray*.

