

Elementary January Board Report



In memory: Ashley Hayde



Taught at KCIA for 14 years

- Kindergarten teacher
- ELL specialist

Passed away in October

Greatly missed by all

Girls on the Run & Let Me Run

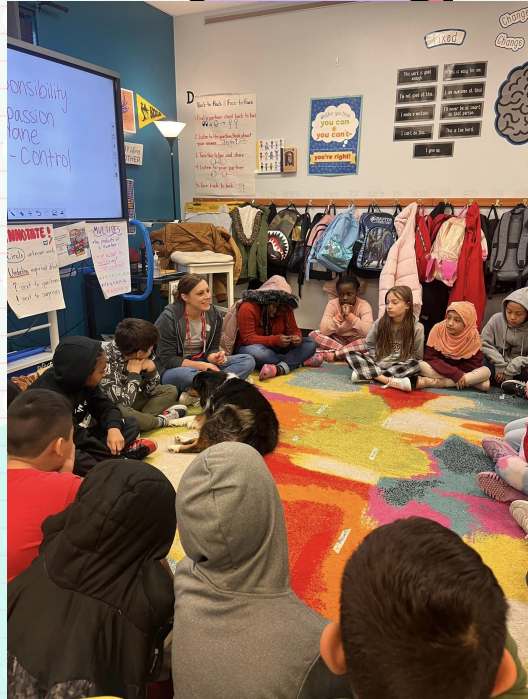




Hispanic Heritage Month



Wayside Waifs



3rd-5th grades participate-
No More Bullying Program-
helps students learn
important social and
emotional skills, integrates
the human and animal
perspective and conveys the
significance of treating
living beings with care.

Kindness Day

tierney.solis



Pure joy!

@kciacademy



- Northpoint Foundation-
Winter field day
- Bounce houses
 - Games
 - Snacks
 - Gift for kids to play at home over break
 - Pizza

Winter Arts Festival



"Cold Snap"-
Hanukkah, Kwanzaa, Las Posadas, Christmas

Winter Holidays



Big Goals/ focus for Semester 2:

- Teaming model in grades 4,5
- Content focus planning in all grades
- Creating independent learners
- Access testing (Feb)
- Preparing for MAP test

Teaming Model- 4th, 5th

- In progress: moving to a teaming model in 4th, 5th (3rd next year)

4th/5th- Teaming started this week

- Students will switch for 90 min blocks of ELA, Math and Science
- Intervention moved to within these blocks
- Content focused- planning meetings
- Allows students to have more time in dedicated blocks and teachers to have specialties/own student data for a content area
- Allows teachers to internalize and understand the standards at a deeper level

Content Planning/Instructional Focus

In grades K-3 Co-teachers have chosen a content speciality for planning, data ownership and instruction for:

- ELA
- Math

Creating independent learners:

- Kicked off back to school (winter) PD with a session about creating independent learners.
- Zaretta Hammond's work around culturally responsive teaching

12/30/23, 5:15 PM

A Conversation About Instructional Equity with Zaretta Hammond - Collaborative Classroom



**COLLABORATIVE
CLASSROOM™**



Read this blog online at <https://www.collaborativeclassroom.org/blog/instructional-equity-with-zaretta-hammond/>

A Conversation About Instructional Equity with Zaretta Hammond

By Zaretta Hammond | Categories: Expert Voices, Educational Equity



At Collaborative Classroom, we're dedicated to transforming the school experience, developing students, and empowering educators by deepening their teaching practices. Emeritus board member Zaretta Hammond is one of our best thought partners in this work, consistently pushing our thinking and challenging us to do better.

A national education consultant for the past 25 years and the author of the best-selling book, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Ms. Hammond was on the Collaborative Classroom Board of Trustees from 2018–2023. In February 2020, we had the privilege of discussing instructional equity—both the big picture and classroom practice—with Ms. Hammond. We're delighted to share excerpts from this rich, wide-ranging conversation with you.

Collaborative Classroom: Equity has become a prominent topic in conversations about education reform. The term *equity* itself is worth taking the time to unpack and define before entering into discussion, especially since people use it in a variety of ways, with subtle but important distinctions. How do you sort through the various components of the equity question?

Zaretta Hammond: There are a couple of important but separate things in this question. The first is the definition of equity, and the other is the "equity question."

People talk about equity as if it had just one dimension, in an either-or way: *it's this, or it's that*. In reality, equity is a multifaceted and complex issue. I like the National Equity Project's definition of educational, or instructional, equity: reducing the predictability of who succeeds and who fails, interrupting reproductive practices that negatively impact students, and cultivating the gifts and talents of every student.

When people define equity as if it had only one dimension, it's akin to the parable of the six blind men describing an elephant. As each man describes the one part of the animal that he is touching—a tail, an ear, a trunk, a leg, and so on—each arrives at a significantly different description of what an elephant is. Each man is accurately describing the part he's touching, and yet each description on its own is incomplete and even misleading. To make progress in

The Dependent Learner

- Is dependent on the teacher to carry most of the cognitive load of a task
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn't retain information well or "doesn't get it"

The Independent Learner

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory



Questions: