Kairos Academies

Programming Committee Meeting

Published on November 18, 2024 at 9:01 AM CST

Date and Time

Monday November 18, 2024 at 5:00 PM CST

Location

Virtual: Google Meets

We invite you join us at this Zoom link. This notice was published at www.kairosacademies.org/board at least one day prior to the meeting.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance			1 m
	B. Call the Meeting to Order			
	C. Approve Minutes	Approve Minutes		1 m
II.	**Program Committee Goals**			
III.	**School Updates**			**5:02 PM**

		Purpose	Presenter	Time
A.	Chief of Schools Updates			5 m
B.	Director of Student Support Services Updates			5 m
C.	Director of Student Experience Updates			5 m
D.	Director of Academics Updates			5 m

IV. Closing Items   **5:22 PM**

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote		

empowering students to direct their own lives and learning www.kairosacademies.org ◍ 2315 Miami St., St. Louis, MO 63118 ◍ hq@kairosacademies.org ◍ 314-252-0602

Coversheet

Chief of Schools Updates

Section: III. School Updates
Item: A. Chief of Schools Updates
Purpose:
Submitted by:
Related Material: Tyrrell SLT C2.pptx

Schools BOY READY DOC

Sr. Leader Cause Reflections

Big Rocks on Track	Driver Goals on Track	Cycle Priorities On Track
Where is my big rock—on track, off track, at risk. Why do you think that? My big rock is making sure the school leaders are proficient in 90% of SLLs by the end of the school year. I believe that with Principal Nduka we are on track and that with Principal Schroder we are off track. I think this due to my debriefings with leadership coaches and my own observations of both in the field.	Currently x/y driver goals are on track - Goal 1: 90% of Priorities met each cycle by school leadership teams. (62.5%) - Goal 2: Principals are proficient on 90% of Y1 SLLs. (HS: 72%: MS 17%) - Goal 3: 90% Student Persistence: 92% -Goal 4: 85% of teachers from on KCP: No Data -Goal 5: 90/60/30: No Data	Currently 83% of Cycle 2 Priorities are on Track. 1. Mission List Development: Average Outcomes 2. Stakeholder Engagement: Above Average Outcomes 3. System Wide Accountability: Above Average Outcomes 4. Culture System Consistency: Below Average Outcomes 5. DDI Decision Making: Above Average Outcomes 6. Leadership Development: Average Outcomes

What I will key causes have I identified to my results

Gaps in my Knowledge set	Gaps in my Skill Set	Gaps in my Mind Set	Gaps in my Action Set
(what did I not know enough of?) - The week to week progress and target SLLS of the school leaders was missing from my knowledge set. -The second level NDL actions were missing from my knowledge set.	(what did I not have enough skill for?) - Applying the "Leadership, Coaching, Management" strategy early on in C2.	(What did I not have the right mindset about?) - I did not have the correct mindset around which personnel belonged in which of the previous buckets.	(What did I just not do?) - I did not prioritize Medium and Long term (Cycle 4 and beyond goals) this cycle.

Sr. Leader Next Step Accountability

What will I do next to address the gaps on the last page? How will I work to develop to ensure I hit my results?			
Developing my Knowledge set (how have I or will I develop my knowledge set to overcome these gaps?) - I have implemented an aligned approach with the executive coaches in order to combine SLL ratings and measures. This looks like coaching document sharing in Principal weekly meetings and debriefs.	**Developing my Skill Set** (how have I or will I develop my skill set to overcome these gaps?) - I have begun relying on the OCS/DDI framework more in placing staff in the correct frameworks.	**Developing my Mind Set** (how have I or will I develop my mindset to overcome these gaps?) -I am developing my mindset by embracing a strengths based approach and for me, that looks like focusing heavily on the quantitative measures.	**Developing my Action Set** (What will I straight up do different this cycle in terms of my projects and actions?) -I will straight up simplify my approach by delegating tasks that are not aligned to the big rocks.

Coversheet

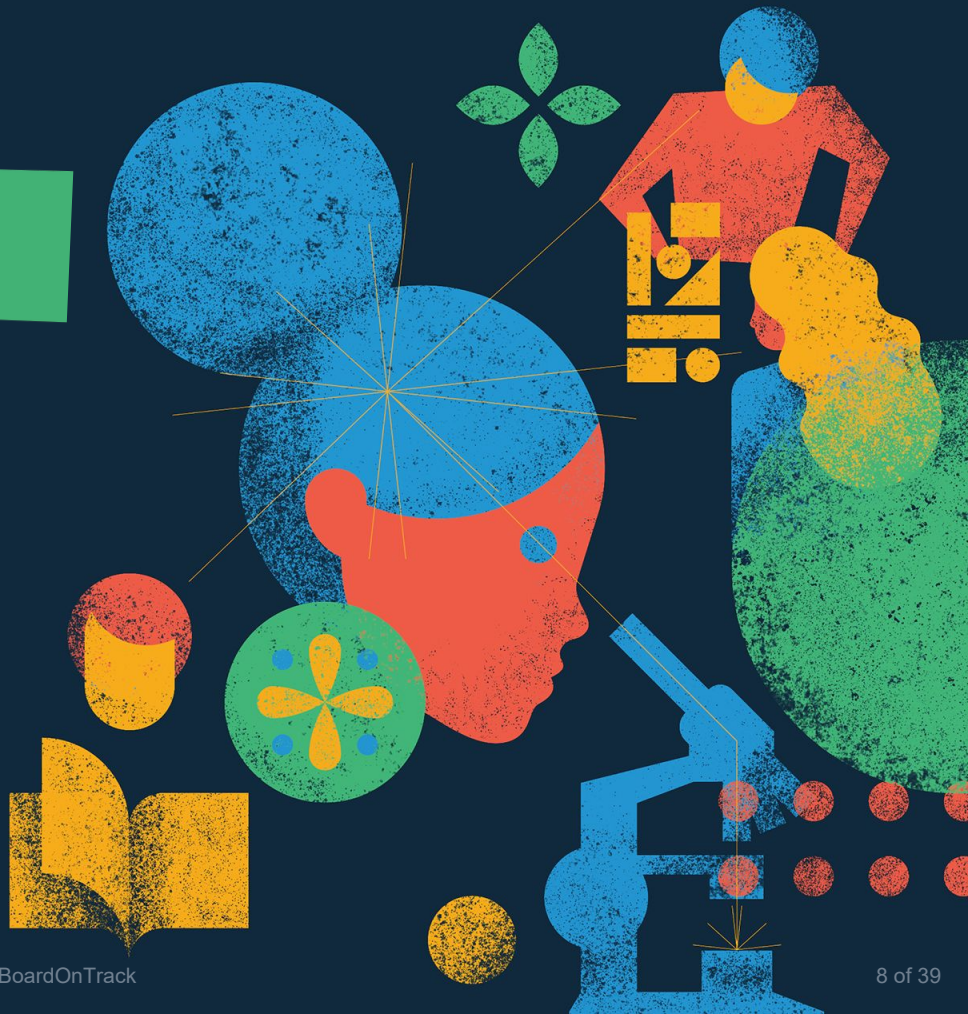## Director of Student Support Services Updates

Section: III. School Updates
Item: B. Director of Student Support Services Updates
Purpose:
Submitted by:
Related Material: Director of Student Support Services Slide Deck.pdf

Special Education

SLT Stepback

Tina Garcia
November 12, 2024

Agenda

1. **Introduction**

2. **Current Progress**

3. **Strategies for Continuous Improvement**

4. **Alignment with Kairos North Star**

5. **Conclusion**

Introduction

Introduction

The **Director of Student Services** at Kairos Academies holds a leadership position responsible for overseeing and ensuring the delivery of a range of special services that support the overall well-being, academic success, and personal development of students.

Importance of Special Education services at Kairos:

- **Student Support and Well-Being**
  Oversee Student Services Programs
  Promote Inclusivity and Equity
  Coordinate Special Education Services

- **Academic Support and Intervention**
  Oversee Student Services Programs
  Promote Inclusivity and Equity
  Coordinate Special Education Services

- **Collaboration and Coordination**
  Liaison with Faculty and Administration
  Engage with Families
  Coordinate with External Providers

- **Program Development and Evaluation**
  Crisis Response and Support
  Promote School Safety

- **Compliance and Reporting**
  Ensure Compliance with Regulations
  Report to Leadership

Current Progress

Current Progress

5th grade   5 students
6th grade   9 students
7th grade   13 students
8th grade   15 students
9th grade   28 students
10th grade   30 students
11th grade   25 students

NDL makes up 25% of the school population.

The state average is 15%.

There are currently **125 scholars** receiving special education services in the Middle School and High School together.

100% of IEP and 504 meetings are held within 30 days of notification.:
Currently, 90% of IEPs and 504s are compliant on timelines.

Proficiency: 100% DESE Compliant state required reports by EOY:
Cycles 1 and 2 were especially difficult due to staff shortage.

By EOY, NDL team will be 100% compliant with IEPs and 504 Plans.

Growth: 90% of IEP/504 Scholars grow 1 year on their IEP goals as documented within their progress reports.

Currently, 25% of scholars grew 1 year on their IEP goals

Behavior: Ensure 100% of IEP and 504 Progress Reports are shared with parents 4 times a year with parents expressing an 85% satisfaction on Survey Data.

Communication: Supports communication with Dr. Bobbi Fleming and Schools team regarding NDL practices and supports.

Special Education Supports: Enrollment and Attendance

Contractors: Point person for SpEd contractors: Tina Garcia is the point person

Special Education Supports: Testing accommodations and fidelity

Special Education Supports: Discipline and behavior support consultation

Communication: Point person for NDL family needs

5th grade	5 students	20% autism
6th grade	9 students	44% autism
7th grade	13 students	46% autism
8th grade	15 students	inaccurate data
9th grade	28 students	50% autism
10th grade	30 students	21% autism
11th grade	25 students	8% autism

Current Progress

Successful strategies for teaching:

Mentoring
Collaborative Learning
Technology Integration
Inquiry-Based Learning
Metacognitive Strategies
Differentiated Instruction
Culturally Responsive Teaching
Growth Mindset
Social-Emotional Learning
Universal Design for Learning
Formative Assessment
Depth of Knowledge
Personalized Learning

The best **teacher strategies** are those that engage students, foster a growth mindset, and create a supportive and inclusive learning environment.

Active learning techniques, such as group discussions, hands-on projects, and problem-solving activities, help students develop critical thinking and collaboration skills while keeping them engaged.

Differentiated instruction—tailoring lessons to meet the diverse needs of students—ensures that all learners, regardless of their abilities or backgrounds, can access the material and succeed.

Additionally, formative assessment strategies, like quick polls, quizzes, or peer reviews, allow teachers to monitor progress and adjust instruction in real-time. Building strong relationships with students, offering regular feedback, and maintaining high expectations for all learners are also key components of effective teaching.

By fostering a positive classroom culture where mistakes are seen as opportunities for growth, teachers create an environment where students feel safe, supported, and motivated to take ownership of their learning.

Current Progress

Coaching teachers offers numerous positive benefits, fostering professional growth and personal empowerment. By providing individualized support, coaching helps educators refine their teaching practices, improve classroom management, and adopt more effective instructional strategies.

Teachers gain confidence as they receive constructive feedback and develop new skills in a non-evaluative, collaborative environment. This process not only enhances teaching quality but also boosts teacher morale and job satisfaction, as they feel more supported and capable in their roles.

Coaching promotes a culture of continuous learning, leading to improved student outcomes and a more dynamic, engaged learning environment. Through ongoing reflection and guidance, teachers become more adaptable and responsive to the diverse needs of their students, contributing to a positive effect across the entire school community.

Strategies for Continuous Improvement

Strategies for Continuous Improvement

Enhancing Teacher Performance and Development

- **Area Needing Enhancement:** Ongoing skill gaps; provide professional growth opportunities.

- **Action Plan:**
  - **Mentorship and Peer Coaching:** Establish a structured mentorship program where senior employees guide less experienced, fostering knowledge sharing and collaboration.

  - **Regular Cross-Department Meetings:** Schedule monthly or quarterly team meetings with special education and general education staff to ensure alignment and foster collaboration.

  - **Feedback Loop with special education teachers:** maintenance of a shared spreadsheet where each teacher records their service minutes with each student. This will ensure compliance with all IEPs.

Strategies for Continuous Improvement

Strengthening Operational Efficiency

- **Area Needing Enhancement:** Strengthening day to day operations with regard to adding staff, aligning student schedules, and transportation.

- **Action Plan:**
  - **Additional staff, check budget to hire needed staff.**
  - **Student scheduling: all teachers will provide all minutes to scholars.**
  - **Transportation: check budget, check into other transportation companies.**

Alignment with Kairos Yearly Organizational Priorities

1. **Student Persistence:** Student attendance and engagement is dependent upon staff to support the students by providing special education services, reliable transportation, and the services that are in alignment to their IEP.

2. **Teacher Development:** Regular meetings with general and special education teachers, along with effective communication and collaboration will provide a way to address issues in a solution oriented environment.

3. **Gradient Curriculum Implementation:** Special education staff will support students and general education teachers as they implement curriculum.

Alignment with Kairos North Star

Alignment with Kairos North Star

To align the **Director of Student Services** role with **Kairos Academies Core Values, Mission, Vision**, and **Graduate Aims**, the work within student services is intentionally designed to support the school's broader goals, also emphasizing the impact on **student persistence** and **staff development**.

Mission: Kairos empowers students to direct their own lives and learning.

Vision: By offering a 21st-century school model, Kairos will empower parents with a meaningful alternative to the traditional structures that have subjugated children and segregated families in our city for over a century. If Kairos achieves its mission, our graduates will develop the academic function to unlock post-secondary opportunities and the executive function to thrive in whichever opportunity they choose. Wherever they go, graduates will exercise meaningful agency among their peers, leading themselves and the institutions that structure their communities.

Conclusion

Conclusion

1. **Focus on Employee Growth and Skills Development**
   - **Key Takeaway:** Investing in ongoing training and development is crucial for closing skill gaps, increasing employee engagement, and ensuring that our workforce is equipped to meet future challenges.
   - **Call to Action: Leadership should prioritize the allocation of resources for comprehensive training programs**, mentorship opportunities, and continuous learning platforms to empower employees and support retention.

2. **Enhance Internal Communication and Collaboration**
   - **Key Takeaway:** Improved communication across teams and departments will drive collaboration, break down silos, and accelerate innovation, leading to more efficient decision-making and execution.
   - **Call to Action: Leadership should champion the adoption of collaborative tools** and facilitate regular cross-functional meetings to ensure alignment and foster a culture of openness and teamwork.

3. **Smarter Decision-Making**
   - **Key Takeaway:** A data-driven approach to decision-making enables smarter, more strategic choices, improving overall organizational performance and responsiveness.
   - **Call to Action: Leadership should drive the implementation of data analytics tools** and foster a data-driven culture, ensuring that all teams have access to the necessary resources and training to make informed decisions.

Conclusion

To meet Kairos yearly priorities of employee development, operational efficiency, and innovation, the leadership team will actively support initiatives. By empowering staff through training, promoting cross-departmental collaboration, and strengthening our data capabilities, we will create a foundation for continuous improvement and long-term success. Leadership commitment is essential to drive these changes and foster a culture of excellence within the organization.

Coversheet

Director of Student Experience Updates

Section: III. School Updates
Item: C. Director of Student Experience Updates
Purpose:
Submitted by:
Related Material: Edited DSE Slidedeck.pptx (1).pdf

Student Retention at Kairos: Progress and Future Focus

- Overview of the Director of Student Experience (DSE) role.

- Significance of student retention in achieving Kairos' mission and vision.

- Importance of persistence in strengthening school culture and supporting student success.

Where We Are: Retention Metrics & Success Stories

- Retention Data:

- - Current student persistence: 97% tracking BOY cohort retention.

- - Key focus areas: Attendance and satisfaction-based interventions.

- Success Stories:

- - 87% satisfaction with HS Pep Rally.

- - Sold-out HS play.

- - MS Spooktacular Dance with over 70% participation.

- Mentoring Program Highlights:

- - Mentor dashboard implementation with 37% effectiveness in Cycle 1.

- - Mid-cycle touchpoints and mentoring fidelity to enhance connections.

Tackling Challenges, Driving Retention

Challenges Identified:

- - Mid-cycle onboarding gaps and calendar misalignment.
- - Inconsistent execution of mentoring and mission list reviews.

Actionable Plans:

- - Refocus SEC calendars to prioritize mission list and mentoring responsibilities.
- - Implement structured coaching for mentors using a finalized rubric.
- - Enhance family engagement through proactive communication and events.

- Alignment with Yearly Org Priorities:
- - Builds stronger student-teacher relationships.
- - Directly addresses ADA and satisfaction targets.

Supporting Kairos' Core Values & Graduate Aims

Core Values:

- - Leveraging relationships to foster a sense of belonging and persistence.

Mission & Vision:

- - Equipping students with the skills to succeed in academics and life.

Graduate Aims:

- - Mentorship and engagement initiatives align with leadership and character-building goals.

Impact:

- - Strengthened school culture and student persistence contribute to our ultimate aim of cultivating lifelong learners.

Summary:

- - Retention metrics show progress but highlight areas for targeted improvement.

- - Mentorship and mission list are critical to our strategy.

- - Alignment with Kairos' priorities ensures meaningful impact.

Call to Action

Call to Action:

- - Support the DSE team in prioritizing SEC mentorship training and family engagement efforts.

- - Encourage feedback loops to refine interventions and measure impact.

Coversheet

Director of Academics Updates

Section: III. School Updates
Item: D. Director of Academics Updates
Purpose:
Submitted by:
Related Material: Director of Academics Slide Deck.pdf

SLT Step Back

Introduction

Sheman Logan

Director of Academics

3rd year with Kairos

Teacher and Instructional Director Development

Aligning Instructional Supports with the needs of KAMS and KAHS

Current State Analysis

Current Supports: Observation/Feedback (O/F) Cycle, Weekly Professional Development, Cyclical Professional Development.

Teacher/Leader Gaps: Consistency with the O/F Cycle, identifying the highest lever action step, Irrelevant Professional Development

Cycle 2 Data:

	KEPT Ratings	Coaching Meetings	Observation Feedback	Action Steps from Feedback
KASTL	47	32	71	49
KAHS	13	6	54	21
KAMS	34	26	17	28

Data-Driven Approach to Closing Gaps

Increased support - Cycle 2 teachers received baseline ratings in each arm of the KEPT rubric

Data tracking system - ILT Hub to track progress throughout the cycle

Weekly meeting as an Instructional Leadership Team (ITL)

KEPT Arm	Arm 1a	Arm 1b	Arm 2	Arm 3	Arm 4	Arm 5	Arm 6
Average	2.06	2	1.79	1.88	2.17	1.33	2

Alignment of Organizational Priorities

Student Persistence: Increased teacher and leader support will encourage students to remain at Kairos

Manager Development: Developing managers' instructional leadership capacity improves the teacher instruction quality.

Gradient Implementation: Using a digital platform to access curriculum allows students to receive immediate feedback on their progress.

Conclusion

- Aligning instructional support

- Fostering academic success and personal growth

- Observation and feedback Cycles.

- Tools such as the Instructional Leadership Team Hub and digital curriculum access streamline data collection and engagement.

- Continuous improvement

- Higher student persistence, engagement, and meaningful educational results are achieved through these efforts.