Overview for Today:

1. History of the LPS CBL journey
2. Strategic Plan process
3. Focused look at CBL transition through middle level (6-8) with Entry Points and Implementation Moves

Dr. Jeremy Tucker
Superintendent

Our District at a Glance

Liberty PUBLIC SCHOOLS

12,450 STUDENTS K-12 | **213** STUDENTS PRE-K

85 SQUARE MILES WITHIN DISTRICT BORDERS

DISTRICT/COUNTY MAP
1 EARLY CHILDHOOD CENTER
11 ELEMENTARY SCHOOLS
4 MIDDLE SCHOOLS
2 HIGH SCHOOLS
1 ALTERNATIVE SCHOOL

378 BUS ROUTES DAILY
5,860 STUDENTS TRANSPORTED DAILY
1,164,211 MILES TRAVELED ANNUALLY

WHERE OUR STUDENTS RESIDE
BY HOME ADDRESS

54% KC | **54%** LIBERTY | **1%** KEARNEY | **5%** GLENAIRE | **5%** OTHER

Our Team

83% OF OUR TEACHERS HAVE 6+ YEARS OF CLASSROOM EXP.
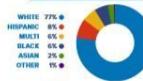**84%** OF OUR TEACHERS HOLD A MASTERS DEGREE OR HIGHER

1,973 STAFF MEMBERS
1,039 CERTIFIED (TEACHERS, COUNSELORS, ETC.)
934 CLASSIFIED (SUPPORT STAFF, BUS DRIVERS, COOKS, ETC.)

AVERAGE TEACHER'S SALARY **$58,199**

Student Demographics

WHITE 77%
HISPANIC 8%
MULTI 6%
BLACK 6%
ASIAN 3%
OTHER 1%

1 MIL LUNCHES SERVED ANNUALLY
6,283 LUNCHES SERVED DAILY
2,258 FREE & REDUCED LUNCH STUDENTS
17.5% FREE & REDUCED LUNCH STUDENTS

THERE ARE **62** DIFFERENT LANGUAGES REPRESENTED IN LIBERTY PUBLIC SCHOOLS.

95.2% GRADUATION RATE | **71%** OF OUR GRADUATES ATTEND A 2-4 YR COLLEGE

Budget

$173.2M OVERALL LPS BUDGET | **$154M** OPERATING BUDGET

REVENUE SOURCES
LOCAL — 57%
STATE — 38%
FEDERAL — 6%

AVERAGE ANNUAL COST PER STUDENT **$11,708**

REAL WORLD LEARNING OPPORTUNITIES

METROPOLITAN COMMUNITY COLLEGE
In partnership with Metropolitan Community College (MCC), juniors and seniors may attend afternoon classes on the Maple Woods Campus and receive college credit (9-13 hours per semester). The majority of these classes will transfer to other colleges and universities if the student chooses to continue their education. LPS pays for the courses and textbooks.

PLTW
With a focus on Science, Technology, Engineering, the Arts, and Mathematics, STEAM initiatives at LPS involve K-12 participation in Project Lead the Way (PLTW), internship and experimental activities, and partnerships that provide students with the opportunity to solve real-world problems.

NORTHLAND CAREER CENTER
Students are provided focused, active learning that prepares them for college and career opportunities. Students are able to earn Industry Recognized Credentials (IRCs) while earning both English and math credits. This type of training provides them the necessary academic and employability skills to be successful after graduation.

NORTHLAND CAPS
The Northland Center for Advanced Professional Studies offers students the opportunity to engage in real-world experiences in the workplace with industry-designed curriculum and program instructors.

Network53
Career Navigators are provided at each high school campus to work with students to promote career activities, facilitate job shadowing opportunities for grades 9–12, and place students in internships with area businesses.
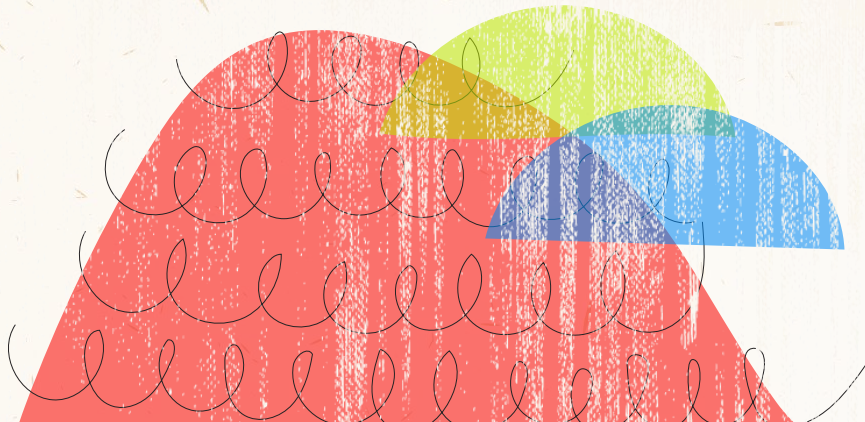
KS/MO KENNEDY CENTER Partners in Education
Teachers combine the arts with core Missouri and Arts Standards, which is helping students succeed academically. By transforming lessons from a static to dynamic experience, students have begun to see themselves as creators, designers, and artists.

STEAM | cognia | DP Digital Promise | CER

FOLLOW US
LPSS3.ORG
816.736.5317

Academic

Cultural

Personal

Professional

Entrepreneurial

Learning

Teaching

Leadership

Professional Learning

Community

VIVID VISION

2020-2021

Liberty
PUBLIC SCHOOLS
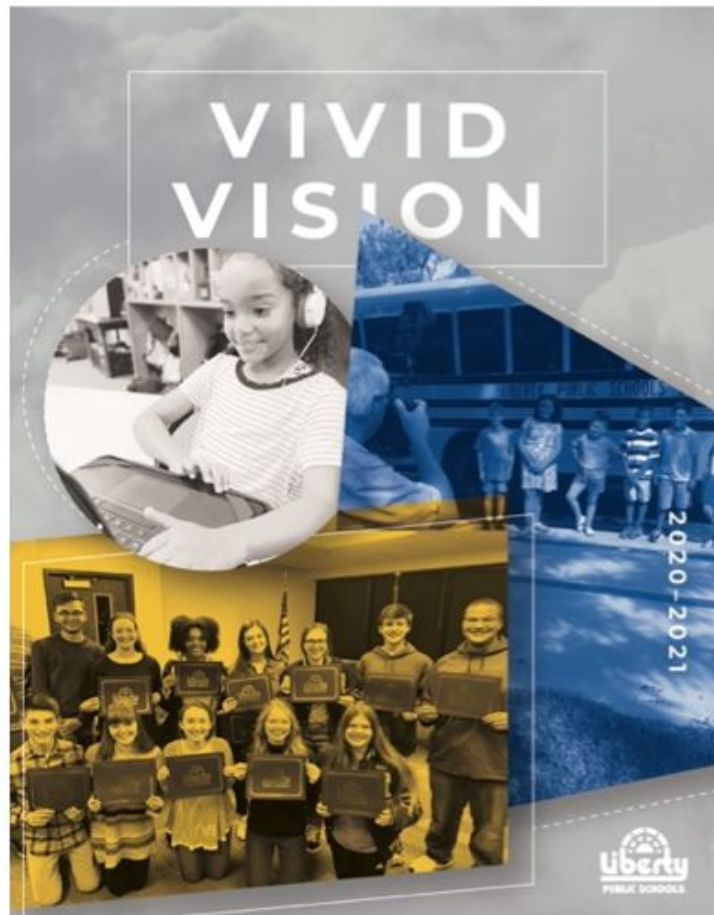
Carrie Gabriel
Innovation & Learning Coach
Discovery Middle School

Scott Heeke
Innovation & Learning Coach
Heritage Middle School

Dr. Jeanette Westfall
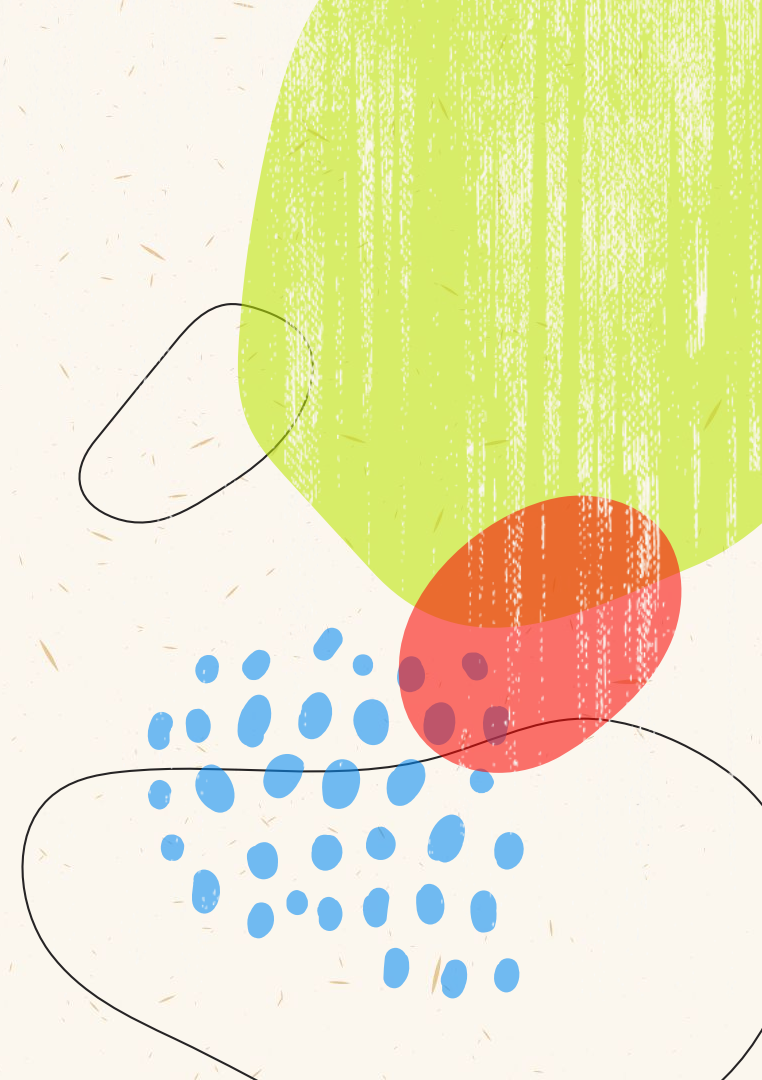Assistant Superintendent
Innovation & Learning

Why are we here?

- Continue to build a NETWORK of schools on this journey
- Transparency in our learning
- Tell our story

Build a coalition of learners who are in the learning pit in respect to competency and are looking for thought partners to help with the journey.

In the pit...

- COVID Insights
- Compliance vs clarity

How most school systems are designed and how most of us were trained.

PERVASIVE CURRENT MODEL

1 → **2** → **3**

Content:
Standards

Process:
Teach, Practice, Test

Mindset:
"Will it be on the test?"

Process drives *mindset* drives *content.*

The *mindsets* of the learner enable absorption of *content.*

NEXT GEN LEARNING

1 **Process:**

Personalized, experiential, discovery, embedded, authentic

2 **Mindset:**

"I am learning with purpose."

3 **Content:**

Richer/deeper definitions of student success

Enabling Conditions

- Identified Core Practices
- Focused Strategic Plan
- Growth Mindsets
- Aligned Professional Learning

Entry Points & Implementation

School-by-School

Heritage Middle School
HMS by Design

Scott Heeke

	Math	Social Studies	ELA	Science	PE	FLEX

|	7:45	8:00	8:15	8:35	8:50	9:05	9:25	9:40	9:55	10:15	10:30	10:45	11:00 - 11:40
Agreeable Sharks	MATH			ELA	SCI	SS	PE			FLEX			FLEX
Agreeable Whales	MATH			SS	ELA	SCI	PE			FLEX			FLEX
Agreeable Barracudas	MATH			SCI	SS	ELA	PE			FLEX			FLEX
Brave Sharks	PE			ELA	SCI	SS	MATH			FLEX			FLEX
Brave Whales	PE			SS	ELA	SCI	MATH			FLEX			FLEX
Brave Barracudas	PE			SCI	SS	ELA	MATH			FLEX			FLEX
Cooperative Dolphins	FLEX			MATH			ELA	SCI	SS	PE			FLEX
Cooperative Clownfish	FLEX			MATH			SS	ELA	SCI	PE			FLEX
Cooperative Jellyfish	FLEX			MATH			SCI	SS	ELA	PE			FLEX
Dependable Dolphins	FLEX			PE			ELA	SCI	SS	MATH			FLEX
Dependable Clownfish	FLEX			PE			SS	ELA	SCI	MATH			FLEX
Dependable Jellyfish	FLEX			PE			SCI	SS	ELA	MATH			FLEX
	7:45	8:00	8:15	8:35	8:50	9:05	9:25	9:40	9:55	10:15	10:30	10:45	11:00 - 11:40

LEARNING JOURNAL

Olivia

PROBLEM SOLVING

This is what I'm doing.
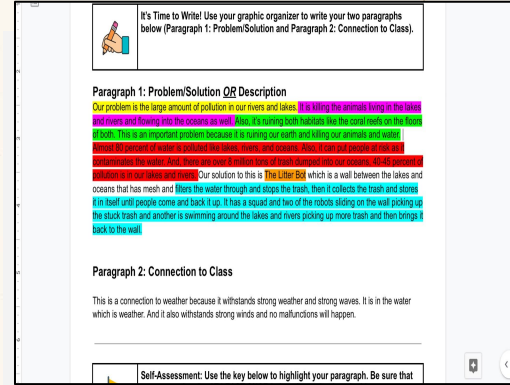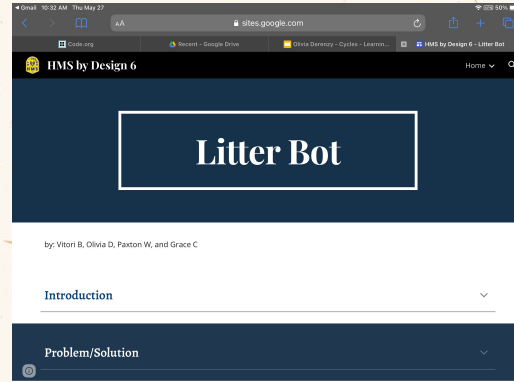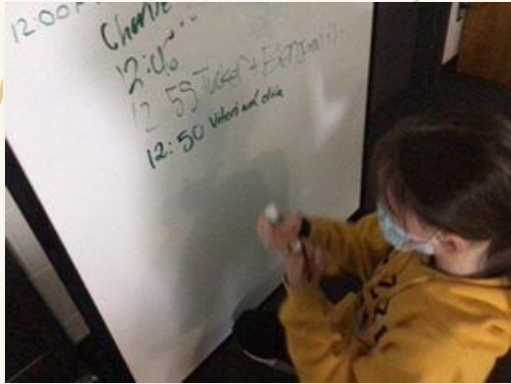
Our escape room because if we got a clue wrong we had to figure out how it should be.

Litter Bot

by: Vitori B, Olivia D, Paxton W, and Grace C

Introduction

Problem/Solution

When our website was not working we fixed it and made it better. We also finished it just in time.

It's Time to Write! Use your graphic organizer to write your two paragraphs below (Paragraph 1: Problem/Solution and Paragraph 2: Connection to Class).

Paragraph 1: Problem/Solution OR Description

Our problem is the large amount of pollution in our rivers and lakes. It is killing the animals living in the lakes and rivers and flowing into the oceans as well. Also, it's ruining both habitats like the coral reefs on the floors of both. This is an important problem because it is ruining our earth and killing our animals and water. Almost 80 percent of water is polluted like lakes, rivers, and oceans. Also, I can put people at risk as I contaminates the water. And, there are over 8 million tons of trash dumped into our oceans. 40-45 percent pollution is in our lakes and rivers. Our solution to this is The Litter Bot which is a wall between the lakes and oceans that has mesh and filters the water through and stops the trash, then it collects the trash and stores it in itself until people come and back it up. It has a squad and two of the robots sliding on the wall picking up the stuck trash and another is swimming around the lakes and rivers picking up more trash and then brings it back to the wall.

Paragraph 2: Connection to Class

This is a connection to weather because it withstands strong weather and strong waves. It is in the water which is weather. And it also withstands strong winds and no malfunctions will happen.

Self-Assessment: Use the key below to highlight your paragraph. Be sure that

This is problem solving because we had to add more details and we had to change ideas multiple times.

Developing ◄——————————————————————► **Proficient**

Report to Parents & Students

HMS by Design Progress Report -- May 27, 2021

Student: ⬛

Cohort: ⬛

Report Updated: May 27, 2021

Indicators

P	**Proficient** - Students are demonstrating grade-level understanding of the concept.
IP	**In Progress** - Students are in the process of working towards proficiency in the concept.
IE	**Insufficient Evidence** - Students have provided evidence but it has not shown an understanding of the concept.
NE	**No Evidence** - Students have not provided evidence towards understanding the concept.

Key

Current Standard	Previously Assessed

English Language Arts

RI/RL 6.1.D - Explain the central/main idea(s) and theme(s) of a text and cite evidence of its development; summarize the text.	**P**
Success Criteria 1: I can determine the central idea based on evidence of a text.	P
Success Criteria 2: I can create a summary free of personal opinion with any genre of text.	P
Success Criteria 3: I can determine the theme of a text.	P
6.W.3 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
W.6.2.A.B: Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	P
RL/RI 6.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	P
W.6.2.A.A: Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	P

Social Studies

Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations.	**P**
I can make connections between advancements and ancient civilizations.	P
I can analyze advancements from the past to the present.	P
I can design and share my own innovation and its impact on the future.	P
Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty.	**P**

Science

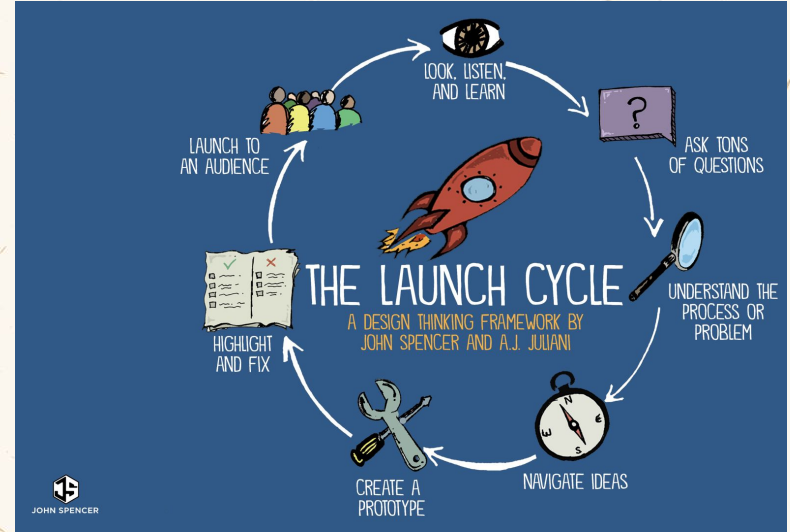|	
ESS2.C.3 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine climates.	**P**
I can create a model showing all parts of the water cycle and explain all parts of the water cycle and the state the water is in at each stage.	P

HMS by Design Competencies

Portfolio Link

Creator • Evaluate and adapt ideas to make and realize personal plans • Seeks inspiration for creative and innovative ideas • Demonstrates ingenuity and resourcefulness when designing or adapting investigations or models • Create opportunities or products to inform, persuade or inspire action on issues	**Student Reflection** I have been a creator this year by showing work in creative ways. Like making the tree animated. Also our protocol types. We had to come up with a problem that is important in your life, but something that's not already invented.
Problem Solver • Recognizes that solutions to problems can create new challenges and may require alternative solutions. • Employ a variety of strategies to solve problems with flexibility and perseverance. • Assess choices in order to select course of action • Activate background knowledge, information or resources to seek clarification or enhance comprehension	**Student Reflection** I have been a problem solver this year by solving problems. Some things that we had to solve are the 15 minute challenge. We were given a problem and we had to come up with 5 objects that we could use to solve our problem.
Collaborator • Consider needs, points of view or perspectives when setting and working towards common goals • Create positive group environments through active listening, social awareness and willingness to help others. • Offer constructive suggestions or ideas when collaboratively engaging.	**Student Reflection** I have collaborated this year by collaborating with my peers. In ELA we had to collaborate with our group and figure out what we wanted to put on the website. We also had to revise and edit each other's writing to make sure it was clear for everyone to read.
Critical Thinker • Generate questions, make inferences or confirm prediction • Use relevant criteria to evaluate data, claims, theories, or statements. • Demonstrate honesty and open-mindedness when making decisions • Distinguish fact from opinion to identify bias in sources	**Student Reflection** I had to critically think this year by really thinking outside the box on what I should put. In P.E we had to come up with a game/warm up that connected to our P.E skills. If we wanted to, we could have presented it to the class. If you Present it to the class you really have to think about what you need to say so it makes sense.

Implementation: HMS

PBL meets Visible Learning
- Building Clarity
- Building Student Efficacy

TEMPLATE

Big Concept:				
Project: (Students will show knowledge of the *Big Concept* by....) *Create a strong project launch.				
ELA	Social Studies	Science	Math	Physical Education
Standards:	Standards:	Standards:	Standards:	
Formative Assessments:	Formative Assessments:	Formative Assessments:	Formative Assessments:	
Week 1: (Links to Daily Slides, Documents, Forms, Videos)				
Week 2:				
Week 3				
Week 4				
Week 5				
Week 6				
What is working?		What needs to change?		
● Kids are able to think independently and have a great amount of learner agency.		● Frequent reflection on project Need-to-Knows. ● Checks for understanding over standards.		

SOCIAL STUDIES
How can we use our imagination to guide the cycle of innovation?

Empathise Define Ideate Prototype Test

Analyze scientific, technological, intellectual, and artistic advancement to determine the legacy of classical civilizations.
Problem Solve - Critically Think - Collaborate - Create

SCIENCE.PATHWAY.WEATHER
LEVEL 1: THE WATER CYCLE

HEALTH/PE PATHWAY

INNOVATION CYCLE

With CLARITY brings Self-Efficacy

Self Efficacy

0.40
0.30   0.50
0.20   0.60
0.10   Typical teacher effects   0.70
0   Developmental effects   Zone of desired effects   0.80
-0.10   Reverse effects   0.90
1.00
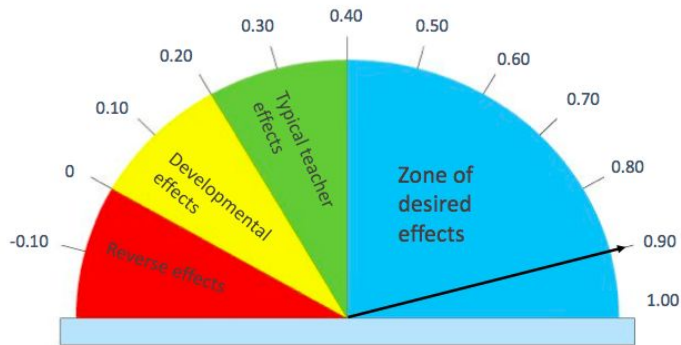
& Now I'm Here

In what ways have you critically thought?

I have needed to think about how our solution can fix our problem and how it is made and the materials used.

In what ways have you problem solved?

I have changed and looked at new information about the flooding problem and how the deaths can be reduce.

In what ways have you collaborated?

I have worked with a team to create our final invention the Water House. I also worked with a group to create a website and videos about the Water House. Finally, I got feedback on our invention along the way that helped us change it for the better.

In what ways have you created?

I have made a prototype with my team of the Water House using just the materials in the makerspace.

Partnering with Parents

- Like riding a bike

Progress Check-In

Students were given a one page update for what they can work on this week and next.

Please review this with your child. There is a lot to celebrate, but also an opportunity to make a plan for our Virtual Wednesday.

Progress Check-In
2 Weeks Left! Where Am I At?

PE/HEALTH:
Health Standard 1: I will demonstrate the ability to use goal setting skills to enhance health.
Health Standard 2: I can identify and use the skill components of fitness.
Health Standard 3: I can design and use an activity to help me improve on an area of weakness in my fitness.

SOCIAL STUDIES:
Level 1: I can make connections between advancements and ancient civilizations.
Level 2: I can analyze advancements from the past to the present.
Level 3: I can design and share my own innovation and its impact on the future. (NOTE: YOU CANNOT BE HIGHER THAN IP UNTIL YOU PRESENT YOUR GROUP PROJECT.)

SCIENCE:
LEVEL 1: Water Cycle (blue packet)
LEVEL 2: Heat and Rotation (orange packet)
LEVEL 3: Air masses and Fronts (purple packet)
LEVEL 4: Predicting the Weather (green packet)

ELA:
Success Criteria 1: I can determine the central idea based on evidence of a text.
Success Criteria 2: I can create a summary free of personal opinion with any genre of text.
Success Criteria 3: I can determine the theme of a text.

Performance Indicators

P — **Proficient** - Look at me. I have mastered riding the bike -- I can show you!

IP — **In Progress** - I can ride the bike but with support (training wheels). Keep giving me feedback and help.

IE — **Insufficient Evidence** - I told you I can ride the bike, but I have not shown anyone that I can.

NE — **No Evidence** - I have not even climbed on the bike to try.

Competencies For ZoomChats

- Collaboration
- Creator
- Critical Thinker
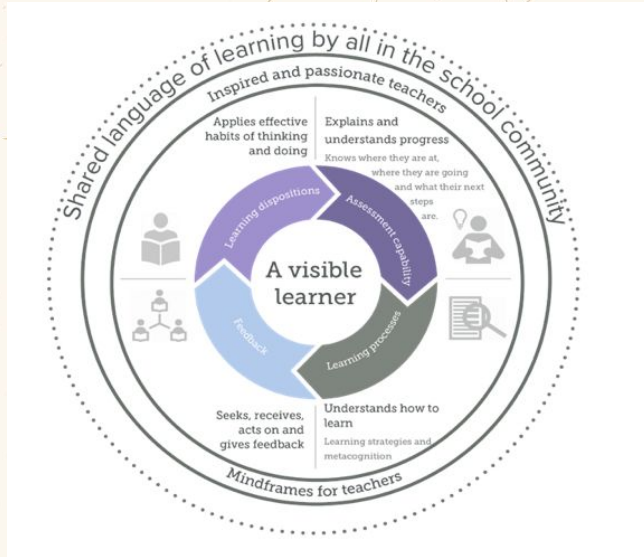
Discovery Middle School
CBL Opt-in
Carrie Gabriel

Entry Points:DMS

Spring 2020:
Teacher Reflection and Choice-Visible Learning

2020-21 School Year:
Sustained PD with Small Group Instruction

Assessment Capable	Feedback
Meeting 1: 9.23 and 9.30	
• Flowchart • Corwin Handout • Review Teacher VL Success Criteria • Complete Google Form	• Feedback Session 1 • How do you build trust in classroom? • Review Teacher VL Success Criteria • Complete Google Form
Meeting 2: 10.14 and 10.28	
• Presentation Slides • Success Criteria for SC/LI • Discuss Big Picture (global) SC ○ DESE Draft Standards • Review LI, SC examples by content • Assess or develop LI and SC for the provided example or of an upcoming unit	• Feedback Week 2 • Review trust • Types of Feedback • Watch Creating a Culture of Critique
Meeting 3: 11.11 and 11.18	

Entry Points: DMS

2020-21 2nd Semester:
Pilot Teachers

Comptency 1: Evaluation of Information						Competency 2: Problem Solving						Competency 3: Communicating Ideas				
Pathway 1 Asking Questions and Defining Problems		Pathway 2 Developing and Using Models		Pathway 3 Analyzing and Interpreting Data		Pathway 4 Planning and Carrying out Investigations		Pathway 5 Using Mathematics and Computational Thinking		Pathway 6 Constructing Explanations and Designing Solutions		Pathway 7 Engaging in Argument From Evidence		Pathway 8 Obtaining, Evaluating, and Communicating Information	
Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard
PS2.B.1 PS2.B.2	MS-PS2-3 Motion and Stability: Forces and Interactions	PS1.A.1	MS-PS1-1 Matter and its Interactions	PS1.A.2	MS-PS1-2 Matter and its Interactions	PS2.A.2	MS-PS2-2 Motion and Stability: Forces and Interactions	PS4.A.1	MS-PS4-1 Waves and their Applications in Technologies for Information Transfer	PS1.B.2	MS-PS1-6 Matter and its Interactions	PS2.B.1	MS-PS2-3 Motion and Stability: Forces and Interactions	PS1.A.3	MS-PS1-3 Matter and its Interactions

P = Proficient, I = In Progress, IE= Insufficient Evidence, NE = No Evidence, NB- Not Begun Yet														
Competency 1: Evaluation of Information					Competency 2: Problem Solving					Competency 3: Communicating Id				
Pathway 2 Developing and Using Models					Pathway 3 Analyzing and Interpreting Data	Pathway 6 Constructing Explanations and Designing Solutions					Pathway 7 Engaging in Argument From Evide			
I can use an already existing model to describe how things work.					I can analyze the reasonableness of the data.	I can construct explanations supported by multiple sources of evidence.					I can construct a convincing argument that supports or refutes or solutions about the natural world.			
P	I	IE	NE	NB										
I can develop a model to describe how things work.					I can distinguish between connections and cuase/effect.	I can design solutions supported by multiple sources of evidence.					I can construct a convincing argument that supports or refutes or solutions about the designed world.			
P	I	IE	NE	NB		P	I	IE	NE	NB	P	I	IE	NE
Content Knowledge					I can identify errors in the data or in charts and graphs.	I can engage in the design cycle to construct and/or implement a solution.					I can use oral argument, supported by evidence, to support or r model for a phenomena.			
ESS 2A1- I can develop and use a model to illustrate how Earth's surface changes due to interior movement.											P	I	IE	NE
						P	I	IE	NE	NB				
S- I can describe (based on evidence) how energy affects Earth's interior.					I can analyze and interpret data to determine	I can ensure design solutions meet specific criteria and	I can use written argument, supported by evidence, to support or							

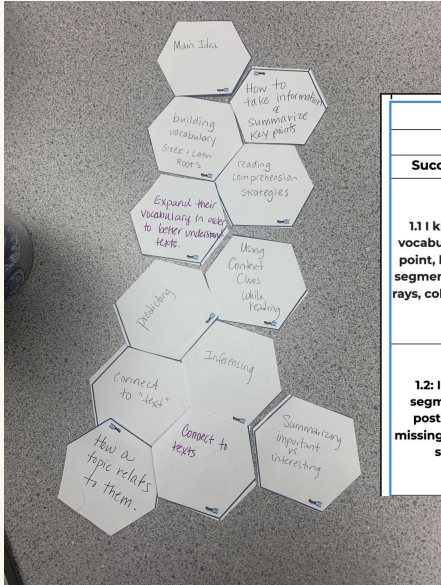## What if you knew you couldn't fail?

"It would allow me to work on things I'm not very good at or comfortable with. I get a thrill out of trying new things but knowing that it's ok to try and fail is great. "
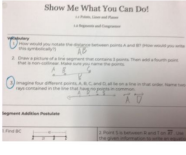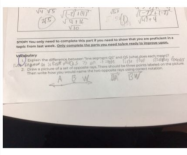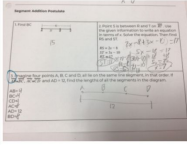
"If I knew I couldn't fail on my grade I would do a couple of things differently. First, I would probably end up taking a few more risks on assignments."

Entry Points:DMS

2021-22 School Year:
Innovative Initiative/Humanities

2021-22 School Year:
CBL Opt-In

Chapter 1: Basics of Geometry

Learning Intention: I have mastered the basic fundamentals of geometry

Success Criteria	I'm struggling	I'm Close	I've got it!
1.1 I know relevant vocabulary including: point, line, plane, line segment, ray, opposite rays, collinear, coplanar			Insert picture of evidence here
1.2: I can use the segment addition postulate to find missing lengths of line segments	Insert picture of evidence here		Insert picture of evidence here

Competency	Success Criteria	Student Evidence (Link)	Student Reflection
Critical Thinking	I can consider how decisions or actions influence society. (*Federal Holiday Project Reflection Writing Prompt*)		
	I can explain how my evidence supports my opinion. (*Research Graphic Organizer*)	Graphic Organizer	I think I'm "Proficient" because I know how to provide evidence to support my thoughts. My evidence shows this because I feel like they are well explained and well organized.
Problem Solving	I can provide evidence to support my thoughts. (*Research Graphic Organizer*)	Graphic organizer	I think I'm "In-Progress" because I could have probably found more quotes etc. I think I'm at this level because I know that I could have found more quotes to support my argument. I also think that a couple pieces of my evidence don't support my argument very well.

Implementation: DMS

Meeting teachers where they are:

- Traditional → Standards → CBL
- Building efficacy and growing

Padlet — Carrie Gabriel · 6mo

DMS Innovation- Reading Frenzy
Reflection

Mindset

thinkingpathwayz.weebly.c...
10 Mindframes for Visible Learning
I engage in dialogue much as monologue
★★★★★ (3) Rate 💬 1

Anonymous 6mo
John Hattie's 10 mind-frames for Visible Learning include knowing your impact as a teacher, using assessments to guide your instruction, collaborating with your...

Transfer Learning Experiences- Visible Learning

katielmartin.com
Success Versus Mastery | Katie Martin
★★★★☆ (8) Rate 💬 2

Anonymous 6mo
I really liked the "Mastery is not merely a commitment...

PBL

pblworks.org
How to Adapt a Project to Fit Your Students & Make It Gold Standard PBL
★★★★☆ (5) Rate 💬 1

Anonymous 6mo
Article is helpful and practical. pblworks website also seems to be a great resource save.

Interdisciplinary

edutopia.org
Using PBL to Encourage Interdisciplinary Work
★★★☆☆ (3) Rate 💬 1

Eric Langhorst 6mo
My experience is that the real world topics that students want to discuss are often viewed as controversial - racism,

DMS Innovation-Reading Frenzy

Directions: Read or watch AT LEAST 4 of the resources on our Reading Frenzy Padlet and reflect below. On Padlet, please rate (1-5 stars) each resource that you viewed and add comments or questions, as needed. Ratings should be based on the value you feel the content had in supporting or moving your thinking.

Resource title & a brief description	What were your "lightbulb moments" or takeaways from the resource?	What questions or clarification is needed?	In what ways could this impact learning experiences at DMS?

Implementation: DMS

- ## Sustained PD/PLC
  ### Team - Building - District

SCHEDULE OF THE DAY		
Activity	**Time**	**Location**
Pre-Brief	7:15-8:00	DMS Conference Room
Travel to HMS	8:00-8:15	
ByDesign 6	8:15-8:40	Room 505
ByDesign 7	8:40-9:05	Rooms 404-406
8th Humanities	9:05-9:30	Rooms 307/308
Travel to LNHS	9:30-9:45	
NNbD 9 (North Nation by Design)	9:45-10:15	Upstairs
Travel to DMS	10:15-10:30	

Using Success Criteria to Guide Student Learning
Success criteria describes what the student will do or say to understand the learning intention. It is "how" students show their learning.

| Self-Reflection	Always	Sometimes	Never
Do <u>you</u> **HAVE** success criteria for learning?			
Do <u>you</u> **USE** success criteria when planning for learning?			
Do <u>students</u> **USE** success criteria throughout the learning process to monitor learning? (Not just at the beginning or end of learning)			
Do <u>students</u> have a way to **track** understanding and **reflect** on learning through the use of success criteria?			

Implementation: DMS

Administrative/Coach Support

- ### High Expectations/High Support (Consistency, Collaboration,)

Where are we today in the work?
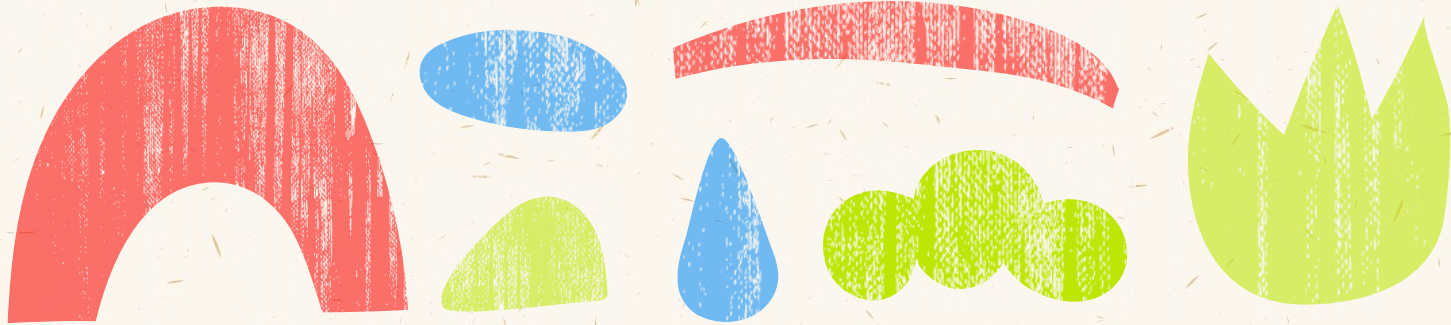
Stakeholder Work and Focus Groups

- Teacher Work Group & Student Focus Groups - February/March 2022
- Parent Work Group - March 2022
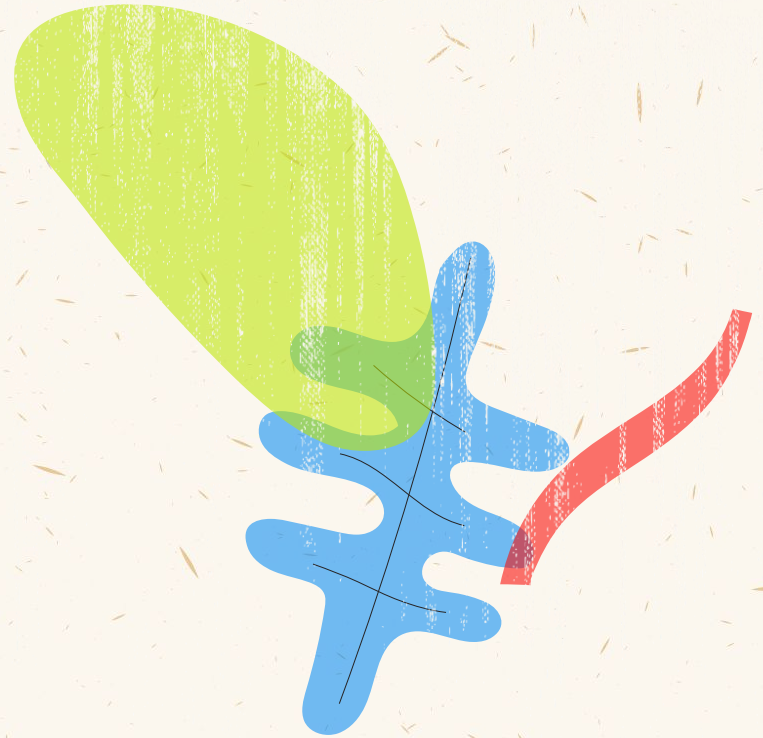
Questions?

Thanks!

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Thanks

Do you have any questions?

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