



Real World Learning

May 27, 2020

Agenda

Introductions

Background

Picture

Purpose

Plan

Partnership

Summary



Introductions

Jayson Strickland - Superintendent Hogan Preparatory Academy

Sean Stalling - Executive Director of DeLaSalle Education Center

Eddie Wright - Principal of Hogan Preparatory Academy High School

Devon Teran - Principal of DeLaSalle Education Center



Background

Common Value System

Collaboration Opportunity

Transformation Expectations



Kansas City Charter Schools Annual Performance Reports (APR) -- 2018

| Year | LEA Name | Pts Earned | Pts Poss | Pct Pts Ernd |
|---|-----------------------------------|------------|----------|--------------|
| 2018 | xxx | 120 | 120 | 100% |
| 2018 | xxx | 60 | 60 | 100% |
| 2018 | xxx | 50 | 50 | 100% |
| 2018 | | 59.7 | 60 | 99.5% |
| 2018 | xxx | 58.7 | 60 | 97.8% |
| 2018 | xxx | 58.4 | 60 | 97.3% |
| 2018 | xxx | 57.5 | 60 | 95.8% |
| 2018 | xxx | 47.5 | 50 | 95.0% |
| 2018 | xxx | 46.2 | 50 | 92.4% |
| 2018 | xxx | 110.9 | 120 | 92.4% |
| 2018 | xxx | 109.7 | 120 | 91.4% |
| 2018 | xxx | 45.7 | 50 | 91.4% |
| 2018 | xxx | 54.7 | 60 | 91.2% |
| 2018 | xxx | 99.5 | 120 | 82.9% |
| 2018 | xxx | 40 | 50 | 80.0% |
| 2018 | xxx | 92.2 | 120 | 76.8% |
| State Accreditation – 70% APR and Above | | | | |
| 2018 | xxx | 40 | 60 | 66.7% |
| 2018 | Hogan Preparatory Academy | 76.2 | 120 | 63.5% |
| 2018 | xxx | 27.4 | 60 | 45.7% |
| 2018 | De La Salle (Dropout Recovery HS) | 53.9 | 120 | 44.9% |



0%

Hogan Distinct Competitive Advantage

And

DeLaSalle Competitive Edge

The Vision

We believe our students will someday sit across the table from senators and CEOs. That is why we will develop them to be entrepreneurs and leaders. They deserve to know and feel that they belong at that table. They are not guests.

Waiting until students are 'ready' undermines growing to scale.

Readiness is a myth.

We will not wait, we will make them ready by giving them opportunities.

The Plan

| | 20-21 | 21-22 | 22-23 |
|-----------|---|---|---|
| Freshmen | 1 Client Project Design Thinking Career Exploration | 1 Client Project Design Thinking Career Exploration | 1 Client Project Design Thinking Career Exploration |
| Sophomore | Design Thinking Career Experiences Career Planning | Design Thinking Career Experiences Career Planning | Design Thinking Career Experiences Career Planning |
| Junior | 20% Enrolled in External MVA | 30% Enrolled in External MVA | 50% Enrolled in External MVA |
| Senior | 10% Complete External MVA | 30% Complete External MVA 40% Complete MVA | 50% Complete External MVA 60% Complete MVA |

Pillars for Success

Data Driven Instruction and Intervention

- Weekly Team Meetings
- Culture Team Meetings
- Weekly Leadership Meeting
- Student work and Lesson planning coaching cycles
- Interim assessment cycles

Entrepreneurship and Career Skills

- Tracked in content classes
- Planned by collaborative teams
- Implemented through Client Projects
- Embedded in interim assessments

Positive Classroom and School Culture

- Annual Pre/Post Survey
- Quarterly Team Feedback
- Individual Feedback
- Weekly student development team meeting

Core Competencies Scope and Sequence

DLS Edge

| | |
|----------------|--|
| Freshmen | <ul style="list-style-type: none">● Focus on Customer● Collaborate● Drive Results |
| Sophomore | <ul style="list-style-type: none">● Manage Projects● Manage Ambiguity● Self Develop |
| Junior/ Senior | <ul style="list-style-type: none">● Solve Complex Problems● Demonstrate Business Insight● Interpret and Apply Data |

Planning Year Successes

- Creation of Capstone Course
- Creation of beginning internships
- Access to Dual Enrollment Opportunities
- Career Exploration partnership for all 9th and 10th grade students
- Establish advisory program and mentoring for all students

The Planning Year

Through the pilot grant we were able to:

- Create a vision and mindset shift for RWL
- Plan and begin implementation of PLTW Bio Science Academy
- Establish a partnership with UCM and MoWest
- Establish Dual Enrollment courses
- Establish structures conducive to College and Career pathways and Academy Teams



The Plan

Students will display a Distinct Competitive Advantage through:

- Client Projects
- Internships
- IRCs
- Dual Enrollment Courses

By developing an Individual Plan of Study before entering high school and completing pathways of courses and experiences based off of their personalized approach.



The Plan

This will take place in an Advisement Model where each student will be supported by a team of educators.

Courses will take on various themes, but many will leverage the history of athletics at Hogan as an entry point into a vast array of future careers.



| | <u>Connection</u> | <u>Capability</u> | <u>Confidence</u> |
|---|---|---|---|
| Core Competencies | <ul style="list-style-type: none"> • Collaboration across networks and leading by influence • Curiosity and Imagination | <ul style="list-style-type: none"> • Accessing and analyzing information • Critical thinking and problem solving • Agility and Adaptability | <ul style="list-style-type: none"> • Initiative and Entrepreneurship • Effective oral and written communication |
| Behavior System: <ul style="list-style-type: none"> • Restorative Practice • PBIS Framework • Love and Logic | Focus on quality relationships that are culturally responsive | Development of skills on appropriate school behavior and culturally responsive behavior management | Removing the unspoken rules of school and relationships that often exist in urban schools. Data Informed |
| College and Career Pathways <ul style="list-style-type: none"> • MVA achievement | A teaming structure that establish collaboration with teachers and students | Access to rigorous and relevant work to develop skill sets | Given experiences that develop communication and initiative Personalized approach to MVAs |
| Teaming Structures | <ul style="list-style-type: none"> • Team Meetings • PLCs • Ram Fam Team • Committees | <ul style="list-style-type: none"> • Student Support • Cross curricular client project development • Standard based planning and assessment through the Hogan Instructional Framework • Personal development • Work groups • School Functions | <ul style="list-style-type: none"> • Skillset development with feedback • Collective support and responsibility • Study and Responsibility • Leadership Development Opportunities |
| Tiered System Approach to Solutions (2 - 15 - 83) | Multi-faceted and multi member approach to solving challenges | A developed bank of solutions to help meet the needs of all staff and students | Alignment of challenges and solutions with articulated processes that are data informed |

Core Competencies Scope and Sequence



| 9th | <ul style="list-style-type: none">• Collaboration across networks and leading by influence• Curiosity and Imagination• Accessing and analyzing information• Effective oral and written communication |
|------|---|
| 10th | <ul style="list-style-type: none">• Collaboration across networks and leading by influence• Curiosity and Imagination• Accessing and analyzing information• Effective oral and written communication |
| 11th | <ul style="list-style-type: none">• Collaboration across networks and leading by influence• Agility and Adaptability• Initiative and Entrepreneurship |
| 12th | <ul style="list-style-type: none">• Collaboration across networks and leading by influence• Agility and Adaptability• Initiative and Entrepreneurship |

Partnership



Collaborative Mindsets

- Our Why
 - Connected Leadership Team
 - Executive Design Team



Professional Development

- 9th Grade Teaming Experience
- Freshman 101
- Client Projects
- Advisory
 - SEL
 - Tiered Services



Student Experiences

- Entrepreneurship Experiences
- Leadership Micro Credentials
- Pathway Courses
- Industry Learning Experiences



Economy Of Scale

- Transportation
- Market Value Asset Coach
- Wrap Around Services



Why does this matter?

- Urgency
- Access
- Foundational Shift
- Equitable is not Equal



This is Important.

We are urgent this effort.

- Gaps = Life and Death for our children
- HQ Education fights generational poverty
- Relevancy creates stickiness for learning



You can do it.

Students must have to access to the game.

- Innovation does not happen here first.
- Brilliant minds need opportunity.
- Mentors, Models and Conspirators



And I am not going to give up on you.

Reform requires a foundational shift.

- Create strong culture and strategy
- Hire amazing people
- Acquire resources to support the effort



Deep meaningful change.

Equitable is not equal.

- Turnaround program
- New direction and restart
- Sowing the seeds for change



Final Thoughts and Questions



