

# **Kansas City Public Schools and Department of Elementary and Secondary Education**

## **Regional School Improvement Team Meeting**

Thursday, March 22, 2012

**KANSAS CITY**  

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**PUBLIC SCHOOLS**



# Instructional Support and Educational Accountability

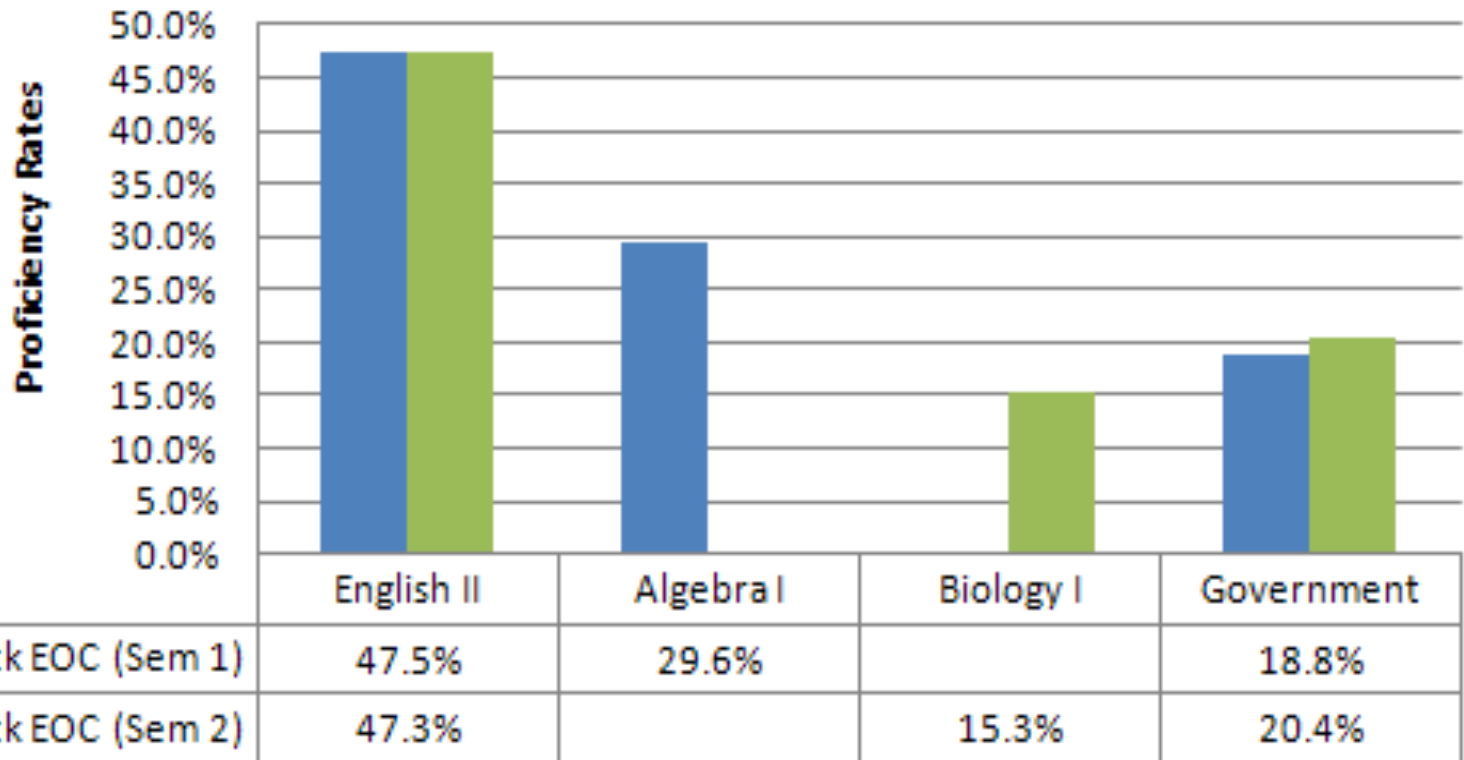
# Projected APR as of March 2, 2012

Standard	2012 Target	Best Case Projection	Goal	February 2012 Projected		Data Used for Projection	# of Additional Students Needed
<b>9.1*1 - 3-5 Mathematics</b>	MAP Index of 735.8	Met	735.8	716.2	Not Met	Midyear Acuity and Performance Series Results	689 of 3850 students move up an achievement level
<b>9.1*2 - 3-5 Communication Arts</b>	MAP Index of 777.8	Not Met	777.8	717.9	Not Met	Midyear Acuity and Performance Series Results	2461 of 3850 students move up an achievement level
<b>9.1*3 - 6-8 Mathematics</b>	MAP Index of 745.5	Not Met	745.5	717.3	Not Met	Midyear Performance Series Results	1019 of 3500 students move up an achievement level
<b>9.1*4 - 6-8 Communication Arts</b>	MAP Index of 735.6	Met	735.6	704.7	Not Met	Midyear Performance Series Results	1152 of 3500 students move up an achievement level
<b>9.1*5 - 9-11 Mathematics</b>	MAP Index of 726.3 and Gap Bonus Met	Met	726.3	710.6	Not Met	Winter Mock EOC Results	148 of 1149 students move up an achievement level
<b>9.1*6 - 9-11 Communication Arts</b>	MAP Index of 766.1 and Gap Bonus Met	Met	766.1	738.1	Not Met	Winter Mock EOC Results	312 of 948 students move up an achievement level
<b>9.3 - ACT</b>	41.8% of Graduates at/above Nat'l Average	Not Met	41.8%	12.9%	Not Met	ACT Data Files of Student Scores	234 of 825 seniors score 21+ on ACT
<b>9.4*1 - Advanced Courses</b>	37% of Credits at 11/12 in Advanced Courses	Met	37.0%	53.9%	Met	Master Scheduling from COGNOS	Projected to Meet
<b>9.4*2 - CTE Courses</b>	11% of Credits at 11/12 in CTE Courses	Met	11.0%	15.4%	Met	Master Scheduling from COGNOS	Projected to Meet
<b>9.4*3 - College Placement</b>	56.3% of 2011 Graduates Successfully Placed	Met	56.3%	57.0%	Met	Initial Clearinghouse Data on Graduates	Projected to Meet
<b>9.4*4 - CTE Placement</b>	92.9% of CTE Completers Successfully Placed	Met	92.9%	93.0%	Met	Initial Clearinghouse Data on Graduates	Projected to Meet
<b>9.5 - Graduation Rate</b>	100% of Cohort Dropouts Recovered	Not Met	85.0%	62.9%	Not Met	Core Data Files	358 of 511 dropouts recovered
<b>9.6 - Attendance</b>	95% Attendance Goal Across all Levels	Not Met	95.0%	91.7%	Not Met	COGNOS YTD Attendance Report	NA*
<b>9.7 - Subgroup Achievement</b>	8/16 Subgroups Met on 2012 AYP	Not Met	8	3	Not Met	NA*	NA*
<b>BONUS - MAP Achievement</b>	4/6 Areas of MAP Index Gains in 2012	Met	4	6	Met	Midyear Acuity and Performance Series Results; Winter Mock EOC Results	Projected to Meet
Total Standards Met 2012		9		5			
Projected 2012 Accreditation Status		<b>Full Accreditation</b>		<b>Unaccredited</b>			
*Initial Data Not Available    **Projections for AYP Not Available							

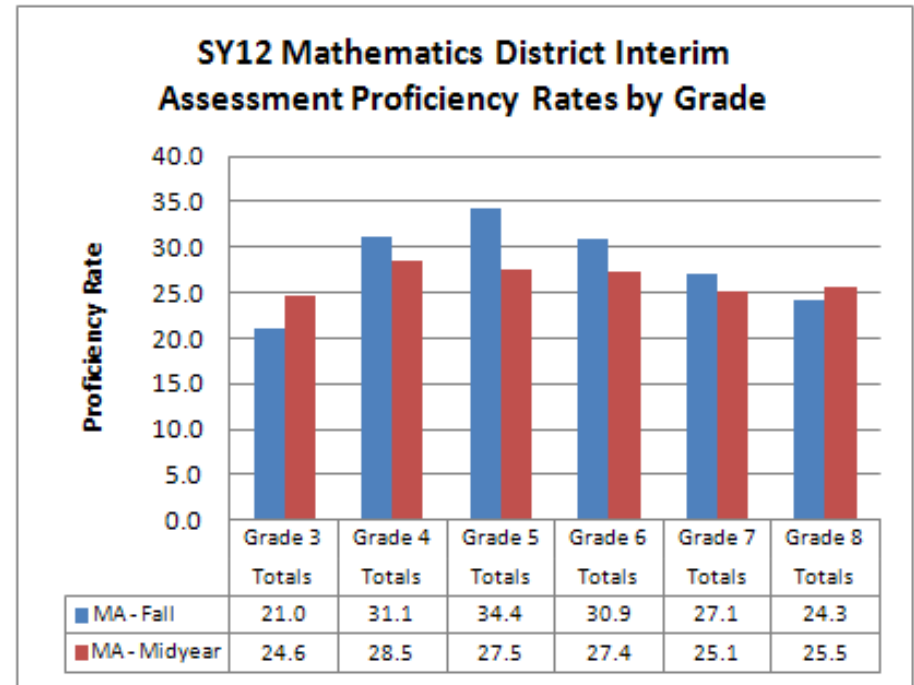
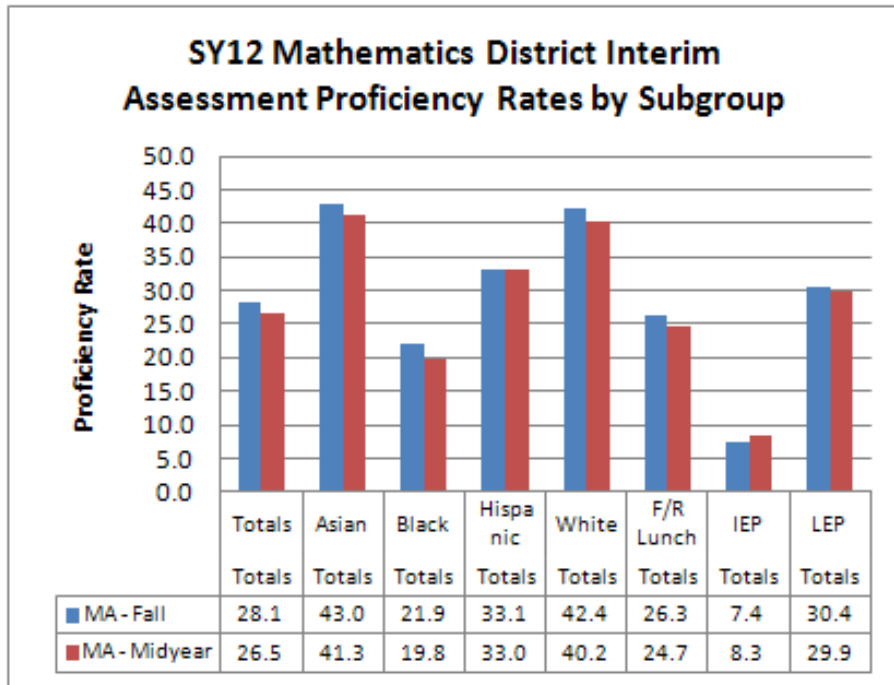
# High School Mock EOC Results

## District Mock EOC Proficiency Rates

*\*Biology I and Algebra I 1st semester scores are not valid for comparison to 2nd semester*



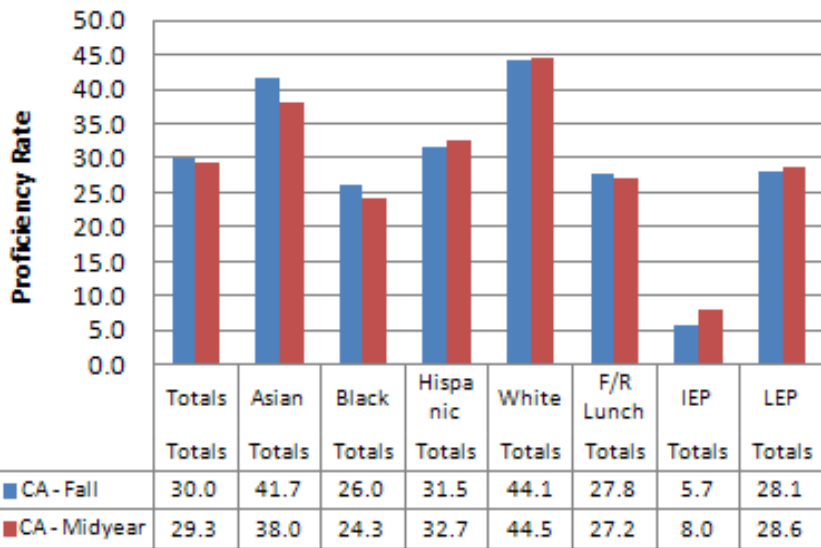
# Fall and Midyear Proficiency Math



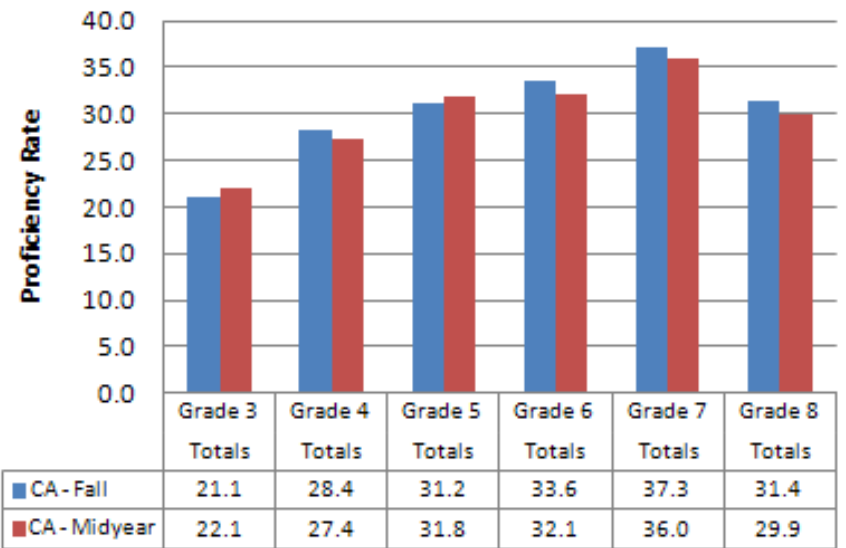
*\*Based on combined Acuity C (Non-SCLS) and Performance Series (SCLS) Scores*

# Fall and Midyear Proficiency Communication Arts

**SY12 Communication Arts District Interim Assessment Proficiency Rates by Subgroup**



**SY12 Communication Arts District Interim Assessment Proficiency Rates by Grade**



*\*Based on combined Acuity C (Non-SCLS) and Performance Series (SCLS) Scores*

# Projected MAP Achievement

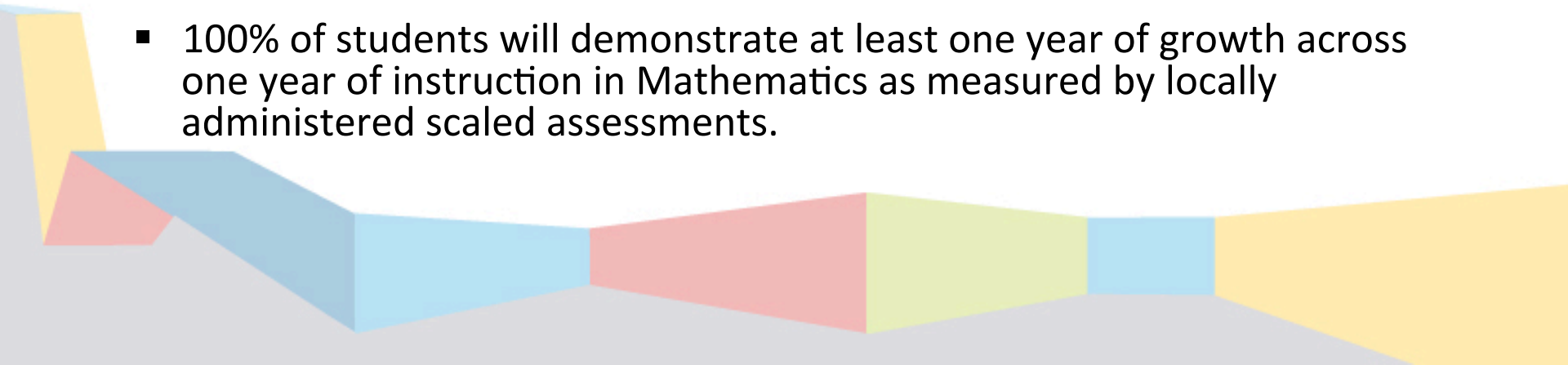
## 9.1\*1-9.1\*6

	Grade Level Data						
	2008	2009	2010	2011	2012	Improvement	
3-5 Communication Arts	707.6	707	713.4	709.2	717.9	✓	
3-5 Mathematics	705.7	706.2	721.2	716.1	716.2	✓	
6-8 Communication Arts	709.8	714.9	720.0	714.7	704.7		
6-8 Mathematics	689.8	695.6	708.2	700.9	717.3	✓	
9-11 Communication Arts	693.3	749.7	763.7	763.1	738.1		
9-11 Mathematics	666.1	701.4	721.5	706.8	710.6	✓	
						Number of MAP Standards Evaluated	4
						Number Demonstrating Improvement	4
						Percent of MAP Standards Improved	100%
						Status	Met

*\*2012 – Projected Status as of 3/2/2012*

# Student Achievement

- Primary Goal #1:
  - Kansas City Public Schools will meet the academic growth requirements in order to qualify for Safe Harbor among 8 of 16 subgroups across Communication Arts and Mathematics on the SY12 Adequate Yearly Progress (AYP) report.
- Secondary Goal #2:
  - At least 37% of tested students will score proficient or above on the year end state assessments in Communication Arts.
  - At least 45% of tested students will score proficient or above on the year end state assessments in Mathematics.
  - 100% of students will demonstrate at least one year of growth across one year of instruction in Reading as measured by locally administered scaled assessments.
  - 100% of students will demonstrate at least one year of growth across one year of instruction in Mathematics as measured by locally administered scaled assessments.





# Instructional Support and Educational Accountability

## Action Steps and Results



## Action Plan

**Primary Goal: KCPS students will meet the academic growth requirements for Safe Harbor in 8 of 16 subgroups across Communication Arts and Math on the SY13 Adequate Yearly Progress (AYP) report.**

**Secondary Goal: At least 37% of tested students will score proficient or above on the year end state assessments in Communication Arts.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1of 4:</b> Revise the Communication Arts curriculum based on feedback received from DESE audit.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Work group sign-in sheets. PD agendas/minutes completed curriculum documents.</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators)</p>	<p>Stipends State model curriculum Staff Professional Development</p>	<p>Benchmarks will be established once the feedback is received from District Curriculum Audit</p>	<p>1, 2 and 3</p>
<p><b>Professional Development:</b> Provide staff development on the revised Communication Arts curriculum design and how this curriculum should be used in planning lessons.  Leaders will receive training on how to identify the appropriate learning targets and properly designed lessons.</p>	<p>Results of state audit</p>	<p>Minutes/agenda/sign-in sheets, Walk-throughs and lesson plans will be used to monitor the use of the revised curriculum.  Leaders will be evaluated on how to identify the appropriate learning targets and properly designed lessons.</p>	<p>Director of Professional Development</p>	<p>DESE RPDC Curriculum Coordinators</p>	<p>Apr 2011  July – August 2012 (Refined Curriculum)</p>	<p>1, 2 and 3</p>

<p><b>Activity #2 of 4:</b> Develop and implement a plan to improve teacher pedagogy focusing on academic vocabulary and increasing rigor in the classroom.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD agendas, minutes, pre and post test scores, state test scores</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators)</p>	<p>Professional Development Department</p>	<p>Jan 2012- March 2013</p>	<p>1 and 3</p>
<p><b>Professional Development:</b> Offer Communication Arts courses each semester on pedagogy, a focus on academic vocabulary, and increasing rigor in the classroom.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD agendas, minutes, pre and post test scores, state test scores</p>	<p>Director of Professional Development-Lewis Gowin</p>	<p>Stipends Instructional Materials</p>	<p>First Cycle: Jan 2012- March 2012</p>	
<p><b>Activity #3 of 4:</b> School principals implement a MAP/EOC action plan to improve performance at each school.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Action Plans</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators), School Principals</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores  Professional Development</p>	<p>Monthly and Quarterly Benchmarks: Oct 2011- May 2013</p>	<p>1 and 3</p>
<p><b>Professional Development:</b> Detailed training and instructions given on how to write action plan.</p>	<p>SY2011 Map results</p>	<p>Successfully written Action Plans</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators), Director of Professional Development</p>	<p>School Performance Data</p>	<p>July 2012</p>	

<p><b>Activity #4 of 4:</b> Utilize the data cycle at the school and district level through Data Team meetings to monitor student progress and adjust classroom practices.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Principal data consult minutes Data Team meeting agendas/minutes State test scores</p>	<p>Director of Assessment  School Principals  Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators)</p>	<p>Professional Development</p>	<p>May 2013</p>	<p>2 and 3</p>
<p><b>Professional Development:</b> Provide advanced training in the effective use of data teams. Provide Adaptive School's training.</p>	<p>There is a need for teachers and principals to understand how to work collaboratively and use the data to make instructional decisions</p>	<p>Successfully completed data cycles. Rubric evidence that teams function effectively</p>	<p>Director of PD, RPDC staff and Adaptive Schools consultant</p>	<p>RPCD, Data Cycle materials and resources from Doug Reeves, <u>Adaptive Schools</u> by Robert Garmston</p>	<p>Quarterly Benchmarks: Oct 2011 – May 2013</p>	<p>2 and 3</p>

## Action Plan

**Primary Goal: KCPS students will meet the academic growth requirements for Safe Harbor in 8 of 16 subgroups across Communication Arts and Math on the SY13 Adequate Yearly Progress (AYP) report.**

**Secondary Goal: At least 35% of tested students will score proficient or above on the year end state assessments in Mathematics.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1 of 4:</b> Utilize the data cycle at the school and district level through Data Team meetings to monitor student progress and adjust classroom practices.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Principal data consult minutes Data Team meeting agendas/minutes State test scores</p>	<p>Director of Assessment, School Principals, Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators)</p>	<p>Professional Development</p>	<p>Quarterly Benchmarks: October 2011-May 2013</p>	<p>2 and 3</p>
<p><b>Professional Development:</b> Provide advanced training in the effective use of data teams and Adaptive School's training.</p>	<p>There is a need for teachers and principals to understand how to use the data to make instructional decisions</p>	<p>Successfully completed data cycles. Rubric evidence that teams function effectively.</p>	<p>Director of PD, RPDC staff and Adaptive Schools consultant</p>	<p>RPCD, Data Cycle materials and resources from Doug Reeves, <u>Adaptive Schools</u> by Robert Garmston</p>	<p>Quarterly Benchmarks: Oct 2011 – May 2013</p>	<p>2 and 3</p>

<p><b>Activity #2 of 4:</b> Revise the Math curriculum based on feedback received from DESE audit.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Work group sign in sheets PD agendas/minutes completed curriculum document.</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, Assistant Superintendent and Curriculum Coordinators)</p>	<p>Stipends, State model curriculum, Staff Professional Development</p>	<p>Benchmarks will be established once the feedback is received from DESE</p>	<p>1, 2 and 3</p>
<p><b>Professional Development:</b> Provide staff development on the revised Math curriculum design and how it should be used to develop lessons.  School Leaders will receive training on how to identify the appropriate learning targets and well designed lessons.</p>	<p>Results of state audit</p>	<p>Minutes/agenda/sign-in sheets. Walk-throughs and lesson plans will be used to monitor the use of the revised curriculum. Leaders will be evaluated on how to identify the appropriate learning targets and well designed lessons.</p>	<p>Director of Professional Development</p>	<p>DESE RPDC Curriculum Coordinators</p>	<p>Apr 2011-Aug 2012</p>	<p>1, 2 and 3</p>
<p><b>Activity #3 of 4:</b> Implement a plan to improve teacher pedagogy focusing on academic vocabulary and increasing rigor in the classroom.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD agendas, minutes, pre and post test scores, state test scores</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer, and Assistant Superintendent)</p>	<p>Professional Development Department</p>	<p>Jan 2012-March 2013</p>	<p>1 and 3</p>
<p><b>Professional Development:</b> Offer Math courses each semester on pedagogy, a focus on academic vocabulary, and increasing rigor in the classroom.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD agendas, minutes, pre and post test scores, state test scores</p>	<p>Director of Professional Development</p>	<p>Stipends Instructional Materials</p>	<p>First Cycle: Jan 2012-March 2012</p>	

<p><b>Activity #4 of 4:</b> School principals will implement a MAP/EOC action plan to improve performance at each school.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Action Plans</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer and Assistant Superintendent), School Principals</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores  Professional Development</p>	<p>Monthly and Quarterly Benchmarks: Oct 2011-May 2013</p>	<p>1 and 3</p>
<p><b>Professional Development:</b> Detailed training and instructions given on how to write action plans.</p>	<p>SY2011 Map results</p>	<p>Successfully written Action Plans</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer and Assistant Superintendent)  Director of Professional Development</p>	<p>School performance data</p>	<p>July 2012</p>	<p>1 and 3</p>

## Action Plan

**Primary Goal: KCPS students will meet the academic growth requirements for Safe Harbor in 8 of 16 subgroups across Communication Arts and Math on the SY13 Adequate Yearly Progress (AYP) report.**

**Secondary Goal: 100% of students will demonstrate at least one year of growth across one year of instruction in Reading as measured by locally administered scaled assessments.**

<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity #1 of 3:</b> Design and administer a district-wide common assessment program to assess proficiency on specific reading skills.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Revised common assessments Documentation of use through Data Team meeting agendas/minutes	Curriculum Coordinators	Common Assessments	May 2013	1, 2 and 3
<b>Professional Development:</b> Provide Professional Development in Assessment for Learning	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Completed Teacher Common Created Assessments with effective rubric usage	Director of PD, Office of Instructional Support and Curriculum Coordinators	Assessment for Learning resources obtained from Assessment Training Institute and RPDC	Monthly and Quarterly Benchmarks: Oct 2011-May 2013	1, 2 and 3
<b>Activity #2 of 3:</b> Create and implement a tiered model of research-based reading interventions that improves achievement for all students.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	PD agendas/minutes pre and post test scores State test scores	Office of Instructional Support & Educational Accountability (Chief Academic Officer and Assistant Superintendent)	KCPS RtI Manual Stipends Instructional materials	July 2012	1 and 3



<p><b>Professional Development:</b> Provide professional development to teachers on research-based reading interventions and how they should be used.</p> <p>Leaders will be trained on the effective use of interventions.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Using a rubric and/or the district walkthrough tool, teachers will be monitored in the effective use of interventions</p>	<p>Director of PD and principals</p>	<p>District resources, Books about Interventions, PD 360, RPDC staff</p>	<p>Quarterly Benchmarks: August 2012-May 2013</p>	<p>1, 2, and 3</p>
<p><b>Activity #3 of 3:</b> Identify, write, and insert common research-based instructional practices that promote academic rigor in the refined curriculum.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD, agendas/minutes, Teacher walkthrough data, State test scores</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer and Assistant Superintendent)</p>	<p>Project-Based Learning Materials</p>	<p>May-June 2012</p>	<p>1 and 3</p>
<p><b>Professional Development:</b> Provide professional development to teachers on research-based instructional practices and how they should be used.</p> <p>Leaders will be trained on research-based instructional practices and the appropriate use.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Using a rubric and/or the district walkthrough tool, teachers will be monitored in the effective use of research-based instructional practices.</p>	<p>Director of PD and principals</p>	<p>District resources, Books such as <u>Instructional Strategies that Work</u>, PD 360, RPDC staff, and information from DESE <u>The Art and Science of Teaching</u></p>	<p>Quarterly Benchmarks: Oct 2011-May 2013  July 2012</p>	<p>1, 2, and 3</p>

## Action Plan

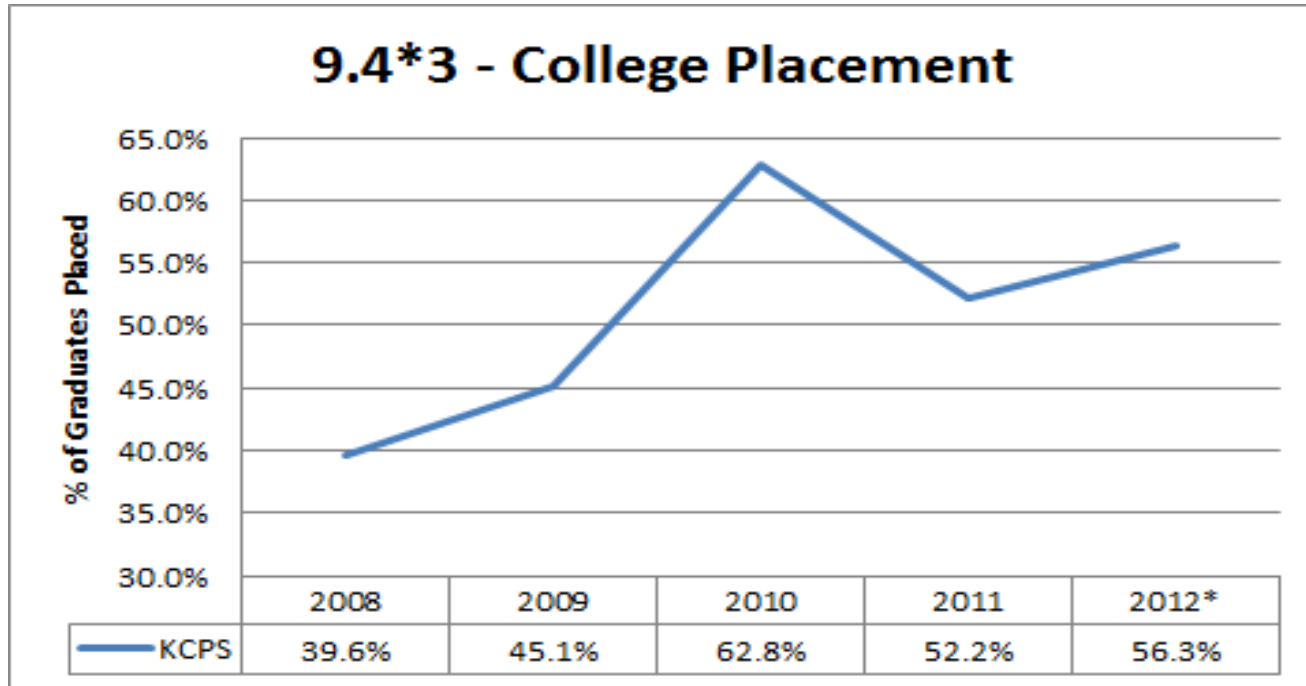
**Primary Goal: KCPS students will meet the academic growth requirements for Safe Harbor in 8 of 16 subgroups across Communication Arts and Math on the SY13 Adequate Yearly Progress (AYP) report.**

**Secondary Goal: 100% of students will demonstrate at least one year of growth across one year of instruction in Mathematics as measured by locally administered scaled assessments.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1 of 4:</b> Create valid and reliable formative classroom assessments and use to support classroom instruction.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>PD agendas/minutes Classroom assessment samples</p>	<p>Office of Instructional Support &amp; Educational Accountability (Chief Academic Officer and Assistant Superintendent)</p>	<p>Professional Development</p>	<p>May 2013</p>	<p>1, 2 and 3</p>
<p><b>Professional Development:</b> Provide professional development to teachers on the creation of valid and reliable formative classroom assessments and their use to support classroom instruction.</p> <p>Provide Professional Development in Assessment for Learning.</p>	<p>See MAP, EOC, Mock EOC, Acuity and Ed Performance scores</p>	<p>Completed Teacher Common Created Assessments with effective rubric usage</p>	<p>Director of PD, Director of Accountability and Curriculum Coordinators</p>	<p>Assessment for Learning resources obtained from Assessment Training Institute and RPDC</p>	<p>Monthly and Quarterly Benchmarks: Oct 2011- May 2013</p>	<p>1, 2 and 3</p>

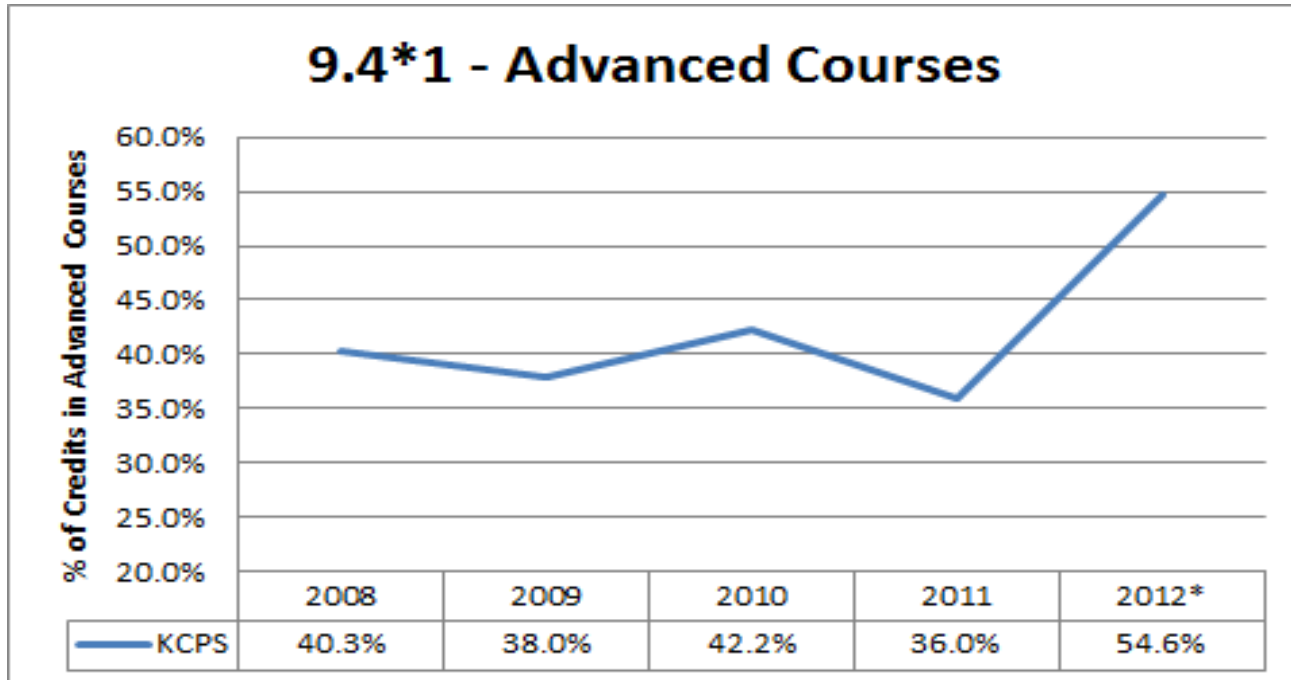
<b>Activity #2 of 4:</b> Identify common research-based instructional practices that promote academic rigor in mathematics.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	PD agendas/minutes, Teacher walkthrough data, State test scores	Office of Instructional Support & Educational Accountability (Chief Academic Officer and Assistant Superintendent)	Identified best practices Professional Development	May 2013	1 and 3
<b>Professional Development:</b> Provide professional development to teachers on research-based instructional practices and how they should be used.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Using a rubric and/or the district walkthrough tool, teachers will be monitored in the effective use of research-based instructional practices.	Director of PD and principals	District resources, Books such as <u>Instructional Strategies that Work</u> , PD 360, RPDC staff, and information from DESE	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	1, 2 and 3
<b>Activity #3 of 4:</b> Design and administer a district-wide common assessment program to assess proficiency on specific skills.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Revised common assessments Documentation of use through Data Team meeting agendas/minutes	Curriculum Coordinators	Common Assessments	May 2013	1, 2 and 3
<b>Professional Development:</b> Provide Professional Development in Assessment for Learning.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Completed Teacher Common Created Assessments with effective rubric usage	Director of PD, Director of Accountability and Curriculum Coordinators	Assessment for Learning resources obtained from Assessment Training Institute and RPDC	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	1, 2 and 3
<b>Activity #4 of 4:</b> Implement a tiered model of research-based interventions that improves achievement for all students.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	PD agendas/minutes Pre and Post test scores State test scores	Office of Instructional Support & Educational Accountability (Chief Academic Officer and Assistant Superintendent)	KCPS RtI Manual Stipends Instructional materials	July 2012	1 and 3
<b>Professional Development:</b> Provide professional development to teachers on research-based interventions and how they should be used.	See MAP, EOC, Mock EOC, Acuity and Ed Performance scores	Using a rubric and/or the district walkthrough tool, teachers will be monitored in the effective use of interventions	Director of PD and principals	District resources, Books about Interventions, PD 360, RPDC staff	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	1, 2 and 3

# College Placement – 9.4\*3



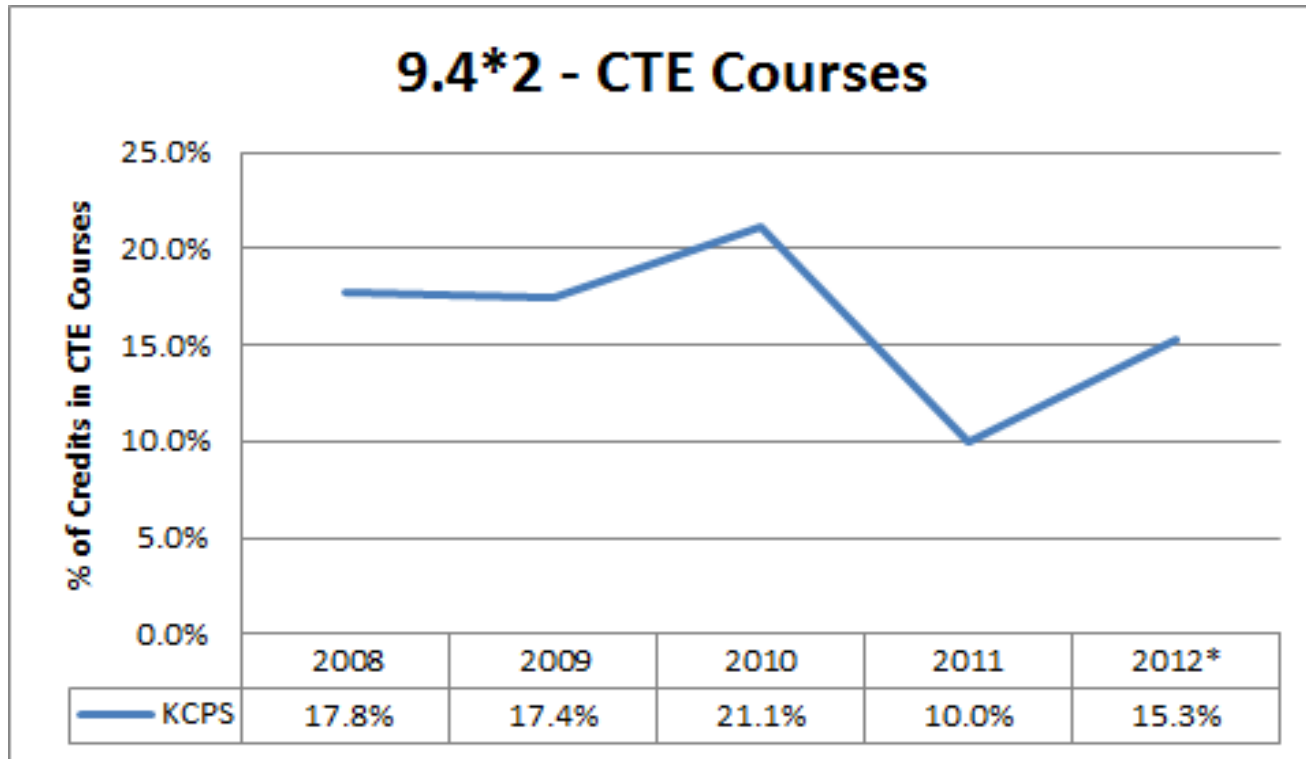
*\*2012 – Projected Status as of 3/2/2012*

# Advanced Courses – 9.4\*1



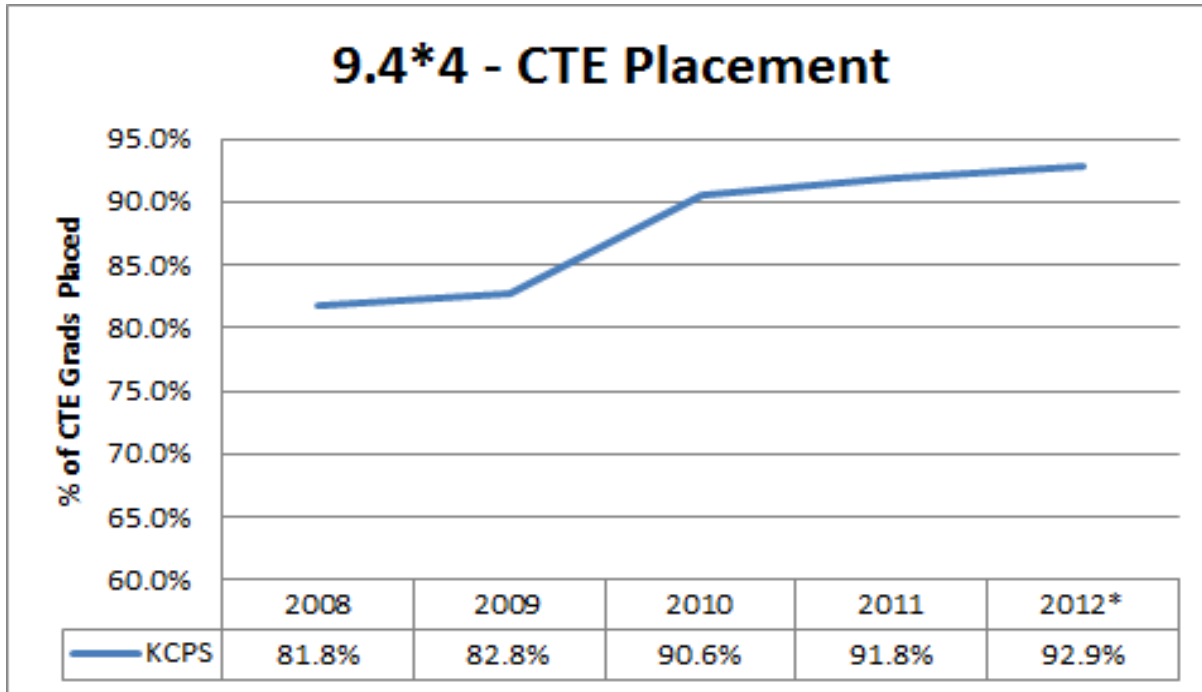
*\*2012 – Projected Status as of 3/2/2012*

# CTE Courses – 9.4\*2



*\*2012 – Projected Status as of 3/2/2012*

# CTE Placement – 9.4\*4



*\*2012 – Projected Status as of 3/2/2012*

# College and Career Readiness

- Primary Goal #1:
  - Kansas City Public Schools will meet at least four of the seven College and Career Readiness performance standards on the SY12 Annual Performance Report (APR).
- Secondary Goal #2:
  - At least 20% graduating senior will score at or above the national average of 21 on the ACT.
  - 100% of graduating seniors will participate in at least one college, military or workforce assessments (ACT, SAT, ASVAB, Compass, etc.).
  - The percentage of credits earned in Advanced and Career Technical Education (CTE) Courses will meet or exceed the established target in order to meet the standards 9.4\*1 and 9.4\*2 on the SY12 APR (37% and 11% respectively).
  - At least 60% of graduating seniors are successfully placed in post-secondary education, the military, or a field related to their CTE training.



# Instructional Support and Educational Accountability

## Action Steps and Results



## Action Plan

**Primary Goal: KCPS will meet at least four of the seven College and Career Readiness performance standards on the SY12 Annual Performance Report (APR).**

**Secondary Goal: At least 20% of graduating seniors will score at or above the national average of 21 on the ACT.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1 of 6:</b> 100% of all 7<sup>th</sup> and 8<sup>th</sup> graders will take the EXPLORE test and 100% of all 9<sup>th</sup> and 10<sup>th</sup> graders will take the PLAN test.</p>	<p>The EXPLORE and PLAN tests: Provides longitudinal data to chart student growth and identifies gaps in teaching and learning. Identifies areas of academic risk and enables early intervention. Helps educators identify gaps in the curriculum and assists with designing more rigorous courses. EXPLORE and PLAN tests are a great way to prepare for the ACT test and it lets students know if they are on target to be ready for college. It is also a tool to help students explore careers that match their interests. The PLAN test is a powerful predictor of success on the ACT.</p>	<p>EXPLORE and PLAN Student Score Reports</p>	<p>Chief Academic Officer, Assistant Superintendent, Director of Assessment, Director of Counseling, Secondary Counselors, Secondary Administrators and Secondary Teachers</p>	<p>Assessment Personnel EXPLORE and PLAN tests Time &amp; Staff Allocation to administer the EXPLORE and PLAN tests. Operating funds allocated to pay for the testing materials</p>	<p>October 2012</p>	<p>1, 2 and 5</p>
<p><b>Activity #2 of 6:</b> 100% of current classified juniors will be required to sit for the ACT test prior to exiting 11<sup>th</sup> grade.  100% of current classified college-bound seniors will be required to sit for the ACT prior to exiting 12<sup>th</sup> grade.</p>	<p>EXPLORE, PLAN, and ACT Tests</p>	<p>ACT Student Score Reports</p>	<p>Chief Academic Officer, Assistant Superintendent, Director of Assessment, Director of Counseling, Secondary Counselors, Secondary Administrators and Secondary Teachers</p>	<p>Assessment Personnel Time &amp; Staff allocation to administer the ACT test. ACT Registration Packets Budgeted funds to pay for registration fee</p>	<p>Seniors- August-December 2012  Juniors- March 2013</p>	<p>2</p>

<p><b>Activity #3 of 6:</b> Seniors with a composite score of 17-20 (scoring close to the national average) will be retested.</p>	<p>ACT Test</p>	<p>ACT Student Score Reports</p>	<p>Chief Academic Officer, Assistant Superintendent, Director of Assessment, Director of Counseling, Secondary Counselors, Secondary Administrators and MCAC Advisors</p>	<p>Assessment Personnel Time &amp; Staff Allocation ACT Registration Packets Budgeted funds to pay for registration fee</p>	<p>January-May, 2013</p>	<p>1 and 2</p>
<p><b>Activity #4 of 6:</b> The curriculum (English, Mathematics, and Science) will be aligned with ACT's College Readiness Standards.</p>	<p>EXPLORE, PLAN, and ACT Tests The College Readiness Standards serve as a direct link between what students have learned and what they are ready to learn next. Determining how content area scores align to ACT's College Readiness Standards can help educators improve curriculum and instructional tools.</p>	<p>Unit Maps will reflect the alignment of the learning targets to ACT Standards</p>	<p>Chief Academic Officer, Assistant Superintendent, Curriculum Coordinators, Instructional Coaches, and Secondary Teachers</p>	<p>ACT College Readiness Standards Manual Time and Staff Allocation</p>	<p>June, 2012</p>	<p>1 and 5</p>
<p><b>Activity #5 of 6:</b> The district will implement an ACT prep program for juniors and seniors.</p>	<p>EXPLORE, PLAN, and ACT Tests Test preparation allows students to become familiar with the format, timing, and content before taking the actual ACT exam. When you know what to expect and how to pace yourself on tests like the SAT, ACT, and PSAT, you're more likely to be relaxed and comfortable, which typically leads to better scores than if you're full of anxiety and stress.</p>	<p>Copies of the Proposals from various ACT test prep companies. Review and evaluation of the various proposals. Copies of Master Schedule. Copies of test prep practice test results.</p>	<p>Chief Academic Officer, Assistant Superintendent, Director of Counseling, Director of PD, Secondary Principals, Secondary Counselors, and Secondary Teachers</p>	<p>Operating budget funds to purchase ACT Test Prep Program</p>	<p>March, 2012-May 2013</p>	<p>2</p>
<p><b>Activity #6 of 6:</b> Students will be enrolled in the recommended core college-preparatory curriculum (4 years of English, 3 years each of Mathematics, Science, and Social Studies) or in college course work throughout their junior and senior year.</p>	<p>EXPLORE, PLAN, and ACT Tests Long-term learning in school (through rigorous coursework) would be the best form of test preparation for the ACT.</p>	<p>Course Request tally reports from Tyler Student Information System School enrollment in College Courses</p>	<p>Chief Academic Officer, Assistant Superintendent, Director of Counseling, Coordinator of Early College Secondary Principals, and Secondary Counselors</p>	<p>Operating budget to fund college courses</p>	<p>May 2013</p>	<p>1 and 5</p>

<b>Professional Development:</b> Counselors and core teachers will be provided ACT College and Career Readiness Workshops and College Readiness Standards Training for Teachers ACT Test Prep Training for Teachers	ACT scores		Director of PD	PD Stipends PD Workshops PD Collaborative Planning Time	August 2012-May 2013	2
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## Action Plan

**Primary Goal: KCPS will meet at least four of the seven College and Career Readiness performance standards on the SY12 Annual Performance Report (APR).**

**Secondary Goal: The percentage of credits earned in Advanced and Career Technical Education (CTE) Courses will meet or exceed the established target in order to meet the standards 9.4\*1 and 9.4\*2 on the SY12 APR (37% and 11 % respectively).**

<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Research/Rationale For Activity</b> (Explain how best practices and research justifies this activity)	<b>Results/Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity)	<b>Resources</b>	<b>Timeline/Completion</b> (When will the activity occur and be complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity #1 of 2:</b> CTE staff will meet with school staff and administrators to determine courses needed to insure a scope and sequence within a career pathway is available.	DESE Recommendations and High Schools That Work (HSTW) Model	Master Schedule	CTE Director and Coordinator	DESE Career Pathways materials, Course Catalog, and DESE Career Cluster Sheet <u>Potential addition</u> 2-4 FTE CTE Instructors	August 2012- April 2013	1.3
<b>Professional Development:</b> Career Pathway	DESE Recommendations and CTE Standards	Sign-in Sheet Course Request Form Completion with included courses	CTE Director and Coordinator	DESE Career Pathways materials and Career Cluster Sheet	December 2012	1.2, 3.1
<b>Activity #2 of 2:</b> CTE staff will collaborate with school administrators and counseling staff to insure that all students in grades 9-12 are aware of and have access to CTE courses/programs within an approved scope and sequence.	DESE Recommendations and CTE Standards	Course Request forms and students' 4-year Plan Master Schedule	CTE Director and Coordinator	Increase CTE Counselor assignment from 0.6 to 1.0 FTE		1.3
<b>Professional Development:</b> High Schools That Work (HSTW) teacher advisor model training	DESE Recommendations and High Schools That Work (HSTW) Model	Sign-in Sheets Course Request forms and students' 4-year Plan Master Schedule	CTE Director and Coordinator	Resources from HSTW	October 2012- April 2013	3.1

**Secondary Goal: At least 60% of graduating seniors are successfully placed in post-secondary education, the military, or a field related to their CTE training.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justifies this activity)	Results/Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity)	Resources	Timeline/Completion (When will the activity occur and be complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1 of 2:</b> The CTE department will partner with business and industry, post-secondary institutions, and other organizations to develop opportunities for CTE completers of KCPS and share that information with the appropriate school staff through the website, email, and intra-district mail to insure they are aware of these opportunities and share that information with appropriate students.</p>	DESE Recommendations and CTE Standards	Website Email Flyers Tracking Sheets	CTE Director, counselor, and Coordinator	DESE Career and Technical Education Department and other career websites, and local directories of organizations	March 2012- June 2013	8.1, 8.2, 8.5
<b>Professional Development: N/A</b>						
<p><b>Activity #2 of 2:</b> CTE will continue to collaborate with the Director of Counseling to develop benchmarks and tracking systems to assure that schools are sharing opportunities with students and students are taking advantage of the opportunities that will prepare them to be college, career, and workforce ready.</p>	DESE Recommendations and CTE Standards	Sign-in sheets Completed Benchmark sheets	CTE Director, counselor, and Coordinator	List of local, state, and national college and career goals and sample goals from Kansas City, Kansas Public Schools  Increase CTE Counselor assignment from 0.6 to 1.0 FTE	March 2012- June 2013	8.3
<b>Professional Development: N/A</b>						

**Primary Goal: KCPS will meet at least four of the seven College and Career Readiness performance standards on the SY12 Annual Performance Report (APR).**

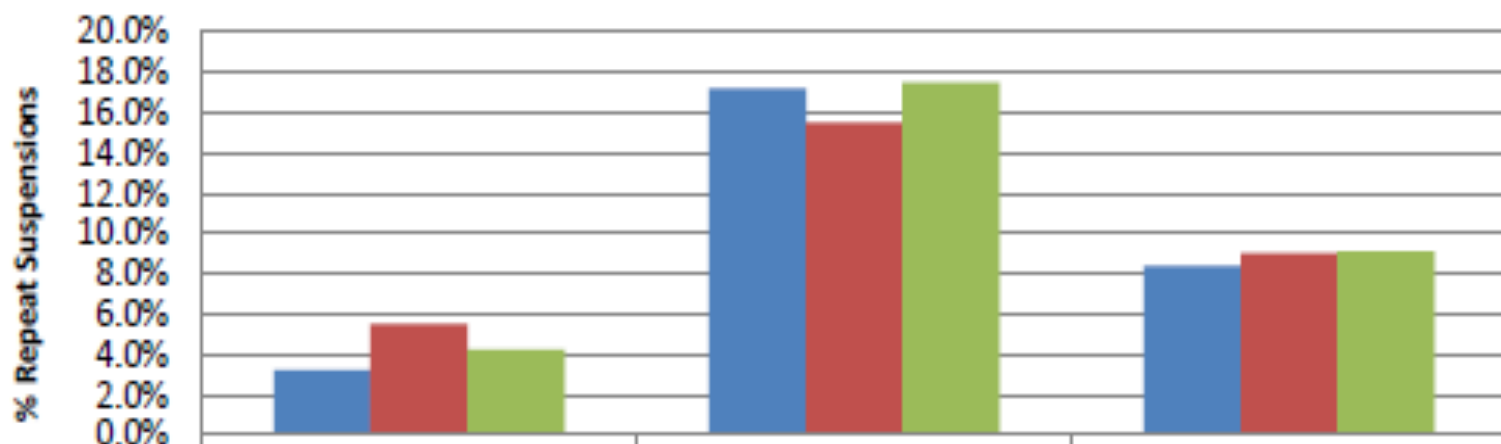
**Secondary Goal:** The graduation rate will increase by at least five percentage points annually or be maintained at or above 80%.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #1 of 2:</b> A 4-year graduation plan will be developed for every student entering high school and counselors will monitor progress on completing courses on the 4-year plan.</p>	Graduation Rate Data	Course enrollment Completed 4-year Plans	Chief Academic Officer, Assistant Superintendent, Director of Counseling, Secondary Counselors, Secondary Administrators and Secondary Teachers	Student advising time to create 4-year plans	September 2012	1, 2 and 5
<p><b>Activity #2 of 2:</b> Student pass/fail rates will be monitored to ensure students are successfully completing courses required to graduate.</p>	Graduation Rate Data	ACT Student Score Reports	Chief Academic Officer, Assistant Superintendent, Director of Assessment, Director of Counseling, Secondary Counselors, Secondary Administrators and Secondary Teachers	Assessment Personnel Time & Staff allocation to administer the ACT test ACT Registration Packets Monies to pay for registration fee	Quarterly	1, 2 and 5

## SY11 and SY12 Suspension Data

### Percentage of Students with Multiple Suspensions

*\*NOTE - SY11 and SY12 includes YTD through Spring Break*



	Elementary	High	Total
■ %Multiple Suspensions SY11	3.2%	17.2%	8.4%
■ %Multiple Suspensions SY12	5.5%	15.5%	9.0%
■ SY12 Goal	4.2%	17.5%	9.1%



# Classroom Management and Student Behavior

- Primary Goal #1:
  - The percentage of Kansas City Public Schools teachers reporting a need for professional development in the area of classroom management will decrease by at least 5 percentage points annually or be maintained below 10% as measured by annual perception questionnaires.
- Secondary Goal #2:
  - At least 80% of teachers will respond positively to climate and classroom management items on the annual perception questionnaire.
  - The percentage of students with more than one suspension during the school year will be reduced by 25% of the baseline from the previous year.



# Instructional Support and Educational Accountability

## Action Steps and Results



## Action Plan

**Primary Goal: The percentage of KCPS teachers reporting a need for Professional Development in the area of classroom management will decrease by at least five percentage points annually or be maintained below 10% as measured by annual perception questionnaires.**

**Secondary Goal: At least 80% of teachers will respond positively to climate and classroom management items on the annual perception questionnaire.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1of 1:</b> Ensure that all schools implement a behavior management program at each school that aligns to the Student Code of Conduct; document use of behavior data through the data team meetings.	Referral data	Behavior data  Data Team agendas	Office of Instructional Support & Educational Accountability (Chief Academic Officer and Assistant Superintendent)	Identified program and professional development	May 2012 (For 2012-2013)	5 and 8
<b>Professional Development:</b> Provide professional development on the identified behavior model.	Referral data	Behavior data Walk through tool or rubric that would measure the effective use of the behavior model	Office of Student Support, Professional Development Department	RPDC, Outside consultants, local behavior management organizations.	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	5 and 8

## Action Plan

**Primary Goal: The percentage of KCPS teachers reporting a need for Professional Development in the area of classroom management will decrease by at least five percentage points annually or be maintained below 10% as measured by annual perception questionnaires.**

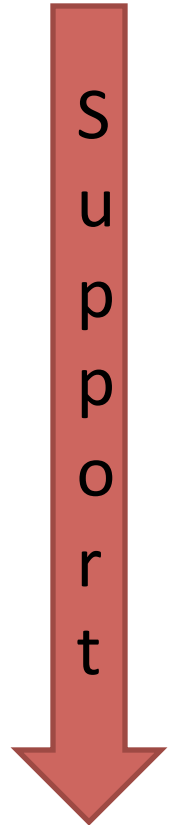
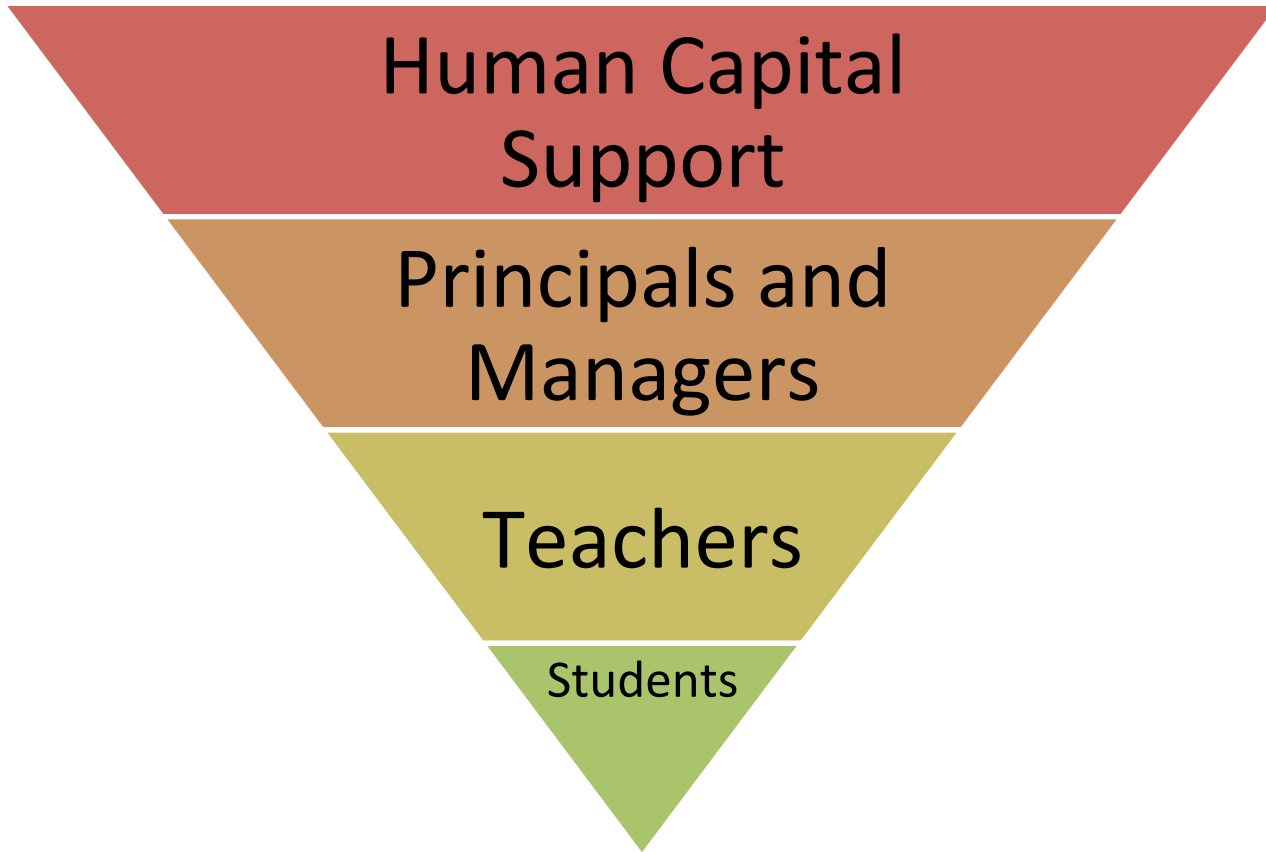
**Secondary Goal: The percentage of students with more than one suspension during the school year will be reduced by 25% of the baseline from the previous year**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1 of 2:</b> Establish one elementary and one secondary alternative school.	Referral data	Student and Faculty Surveys  Discipline Data	Office of Instructional Support & Educational Accountability (Chief Academic Officer and Assistant Superintendent)	Staff Buildings Instructional Materials Professional Development	August 2012	5 and 8
<b>Professional Development:</b> Provide Professional Development on how to manage students with behavior issues that result in suspensions.	Referral data	Behavior data, Walk through tool or rubric that would measure the effective management of students. Student success in school	Office of Student Support Services, Professional Development Department	RPDC, Outside consultants, local behavior management organizations	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	5 and 8
<b>Activity #2 of 2:</b> Create a protocol and establish a tracking system for documenting and reporting the Office of Student Interventions' efforts for dropout prevention and increasing student attendance.		Annual graduation rate  Number of dropouts recovered	Principals, Director of Student Interventions	Staff Time	May 2012	5 and 8
<b>Professional Development:</b> Professional development on dropout prevention.		Reduction of dropouts	Director of Student Interventions	Outside resources available for dropout prevention	Monthly and Quarterly Benchmarks: Oct 2011- May 2013	5 and 8

# Questions and Answers

# Human Capital Management

# Customer Service



# Human Capital Management

- Primary Goal #1:
  - Increase Customer Service
- Secondary Goal #1:
  - Increase customer service at the school-level with principals
- Where we've been:
  - Lack of consistent support to principals resulting in their limited decision making related to staffing in their schools and slow resolution to HR issues.
- Where we're going:
  - Collaborative partnership between HR and principals; strategic business partners where we are in the schools assisting our principals and managers.





# Human Capital Management

## Action Steps and Results



## Action Plan

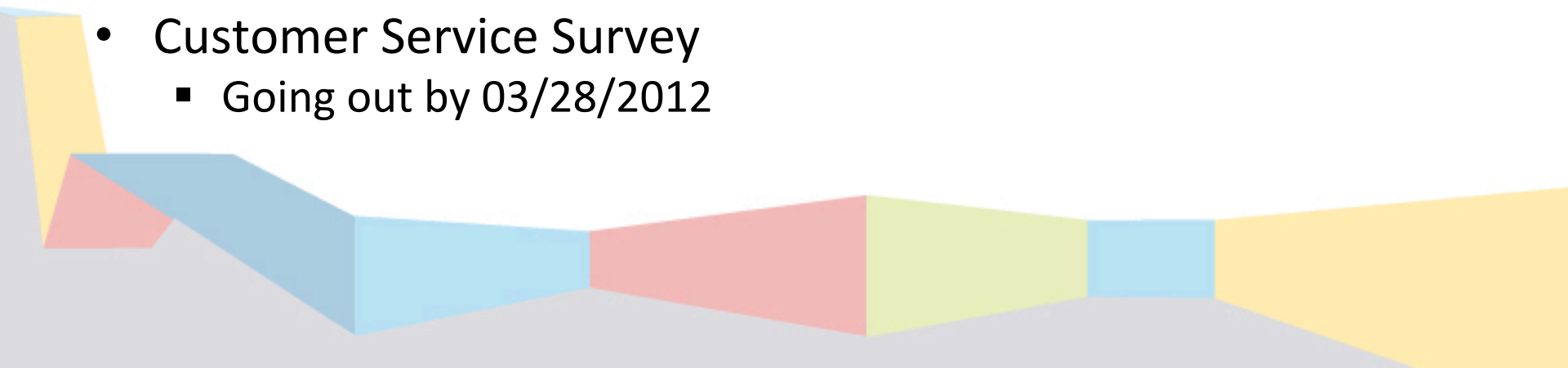
**Primary Goal: Increase Customer Service from the Department of Human Capital Management.**

**Secondary Goal: Increase customer service at the school level with principals.**

<b>Secondary Goal: Increase customer service at the school level with principals.</b>						
<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<p><b>Activity #1 of 4:</b> Assistant Superintendent will block off eight (8) schools weekly to have availability to meet with regarding any HR issue.</p>	To decrease resolution time for HR issues.	How many meetings are completed on a monthly basis and the decrease in days to fill positions and resolve outstanding HR issues. Increase in customer service survey results.	Leo Brown	N/A	April 1, 2012 – ongoing	6
<p><b>Professional Development:</b> N/A</p>						
<p><b>Activity #2 of 4:</b> Have collaborative meeting with HCM (Staffing), Budget, Curriculum and Instruction, and Principals regarding staffing needs for the upcoming year.</p>	Increase the level of autonomy for principals as it relates to their ability to determine the staffing needs for their schools.	Increase in customer service survey results.	Leo Brown Dynasti Hunt	Office of Public Relations and Assessment (for survey)	March 29, 2012	6

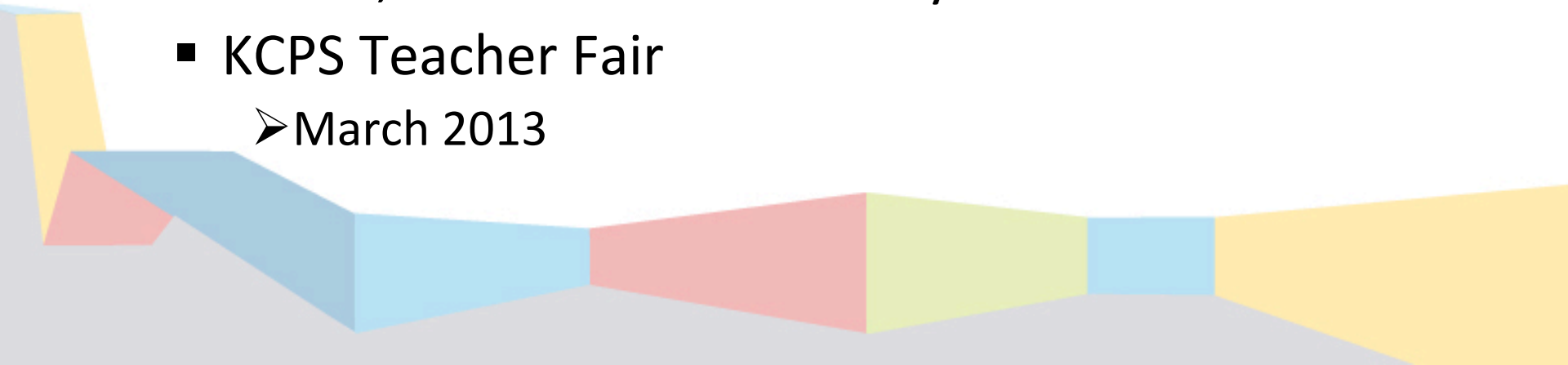
# Support from Interim Assistant Superintendent

- Meetings with principals at schools
  - 8 schools/week
  - Starting April 1
- Collaboration with HCM and C&I
  - Weekly meetings; started in February
  - Staffing meetings with HCM, Budget and C&I about needs for next school year; 03/27 and 03/29
- Customer Service Survey
  - Going out by 03/28/2012



# Staffing Support

- Strategic Partnerships
  - New interview and hiring models
  - HCM going to schools to support principals
    - Beginning May 2012 and ongoing throughout next school year.
- Strategic Recruitment
  - UMKC, Renaissance Academy
  - KCPS Teacher Fair
    - March 2013



# Human Capital Management

- Primary Goal: #2
  - Increase Customer Service
- Secondary Goal #2:
  - Increase customer service for all employees in the district.
- Where we've been:
  - Reactive approach to all matters related to human resources; where ER meant Emergency Room and not Employee Relations.
- Where we're going:
  - Proactive approach where we provide **tools** for all employees so they can take ownership for their HR matters. This provides HCM the opportunity to assist employees with “high stakes” HR matters.



# Human Capital Management

## Action Steps and Results

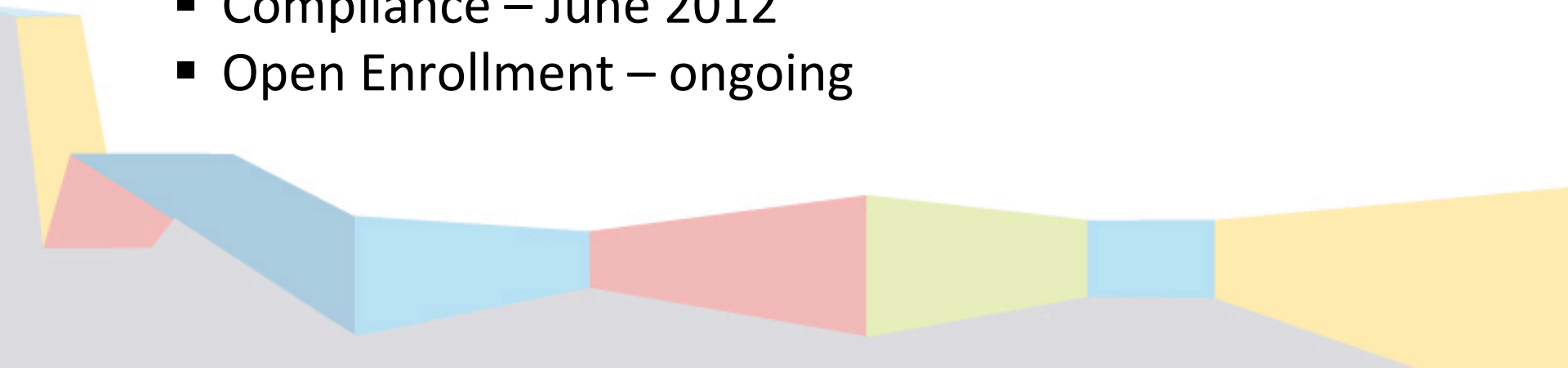
**Primary Goal: Increase Customer Service from the Department of Human Capital Management.**

**Secondary Goal:** Increase customer service with all employees across the district

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<p><b>Activity #3 of 4:</b> Implement on-line Manager Toolkits for principals and managers to effectively outline HR processes.</p>	<p>Provides real-time answers for principals and managers thereby increasing the amount of time ensuring the success of our students.</p>	<p>Increase in customer service survey results.</p>	<p>Dynasti Hunt Leo Brown</p>	<p>Office of Public Relations and Assessment (for survey)</p>	<p>April 15, 2012</p>	<p>6</p>
<p><b>Professional Development:</b> Have toolkit demonstrations to ensure all managers/principals know how to use it.</p>						
<p><b>Activity #4 of 4:</b> Implement on-line Employee Toolkits for all employees to effectively outline HR processes.</p>	<p>Provides real-time answers for employees thereby increasing the amount of time ensuring the success of our students.</p>	<p>Increase in customer service survey results.</p>	<p>Leo Brown Dynasti Hunt</p>	<p>Office of Public Relations and Assessment (for survey)</p>	<p>July 1, 2012 and August 2012 (at the beginning of the school year).</p>	<p>6</p>
<p><b>Professional Development:</b> Have toolkit demonstrations to ensure all employees know how to use it.</p>						

# Employee Relations and Performance Management Support

- Toolkits
  - Manager Toolkit – April 15
  - Employee Toolkit – July 1
  - Tenure Toolkit – August 2012
- Employee Handbook
  - July 1
- Professional Development
  - Compliance – June 2012
  - Open Enrollment – ongoing



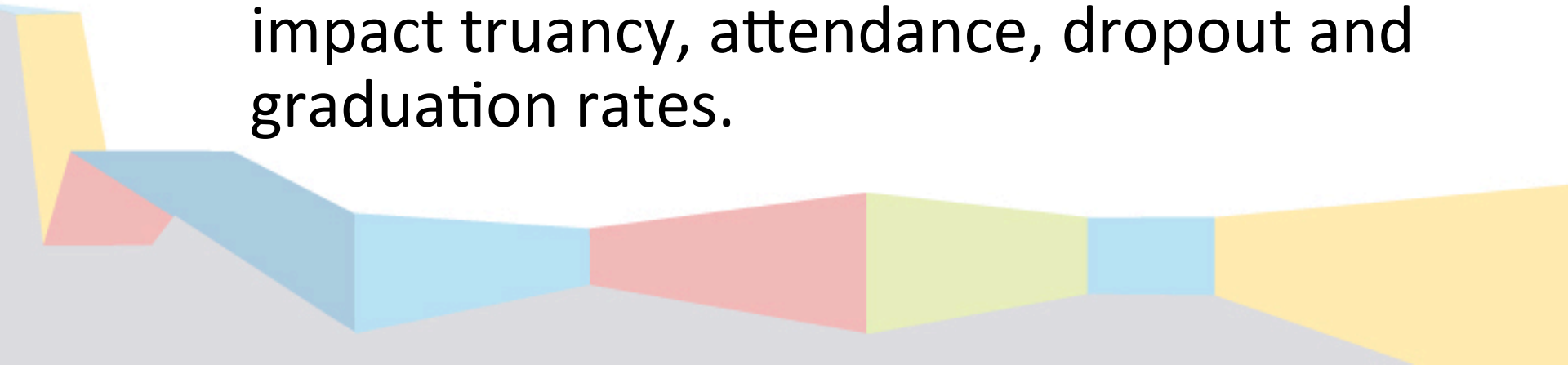


# Questions and Answers

# Office of Student Interventions

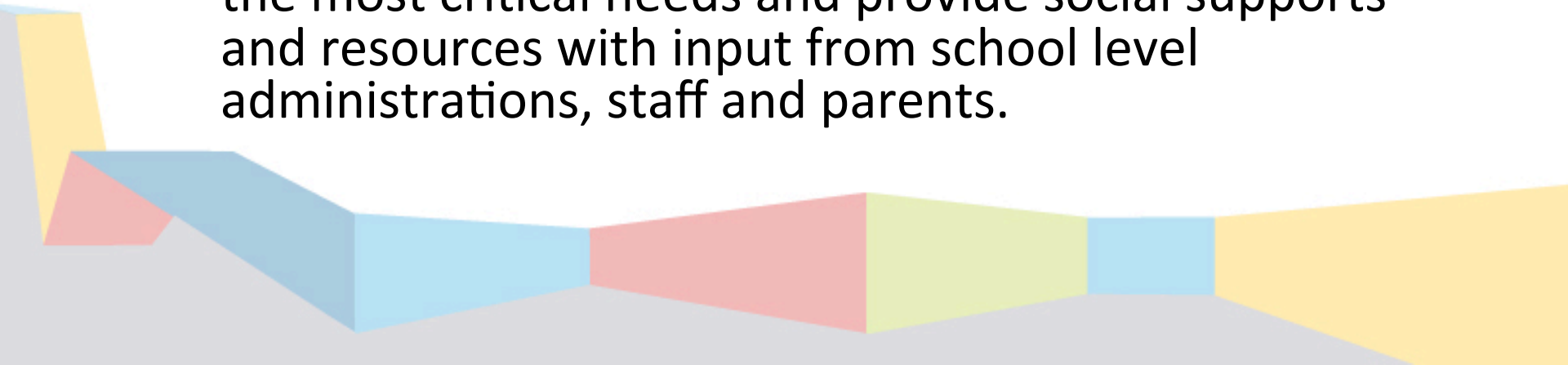
# Office of Student Interventions

- Primary Goal #1:
  - Create and expand Office of Student Interventions.
- Secondary Goal #1:
  - Develop programs and services that will impact truancy, attendance, dropout and graduation rates.



# Office of Student Interventions

- Where we've been:
  - Scattered approach to offering intervention services at the school level. Central office determined need and provided limited financial and human capital support.
- Where we're going:
  - Coordinated approach that will prioritize schools with the most critical needs and provide social supports and resources with input from school level administrations, staff and parents.



# Office of Student Interventions

## Action Steps and Results

## Action Plan

**Primary Goal #1: Create and expand the Office of Student Interventions.**

**Secondary Goal: To develop programs and services that will impact truancy, attendance, dropout and graduation rates.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1 of 3:</b> Hire a grant writer who will identify various funding sources to subsidize the programs and services offered through the Office of Student Interventions	Newly established office will support schools as they increase attendance and graduation rates and decrease dropout rates.	Grant writer hired, grants written and awarded.	Luis Cordoba	Funding for a grant writer position	March-April  April 15 completion date	8
<b>Professional Development:</b> N/A						
<b>Activity #2 of 3:</b> Divide elementary and secondary Schools into four zones: Central, Southwest, East and Northeast and identify student needs with input from school administrators, staff, parents and students.	Wrap around services are essential to meet the social, behavior and mental health needs of students and families.	Community agencies identified based on needs of schools.  Partners selected and MOU's developed and signed.	Luis Cordoba Karen Grover Social workers	N/A	April - August  August 1 completion date	8

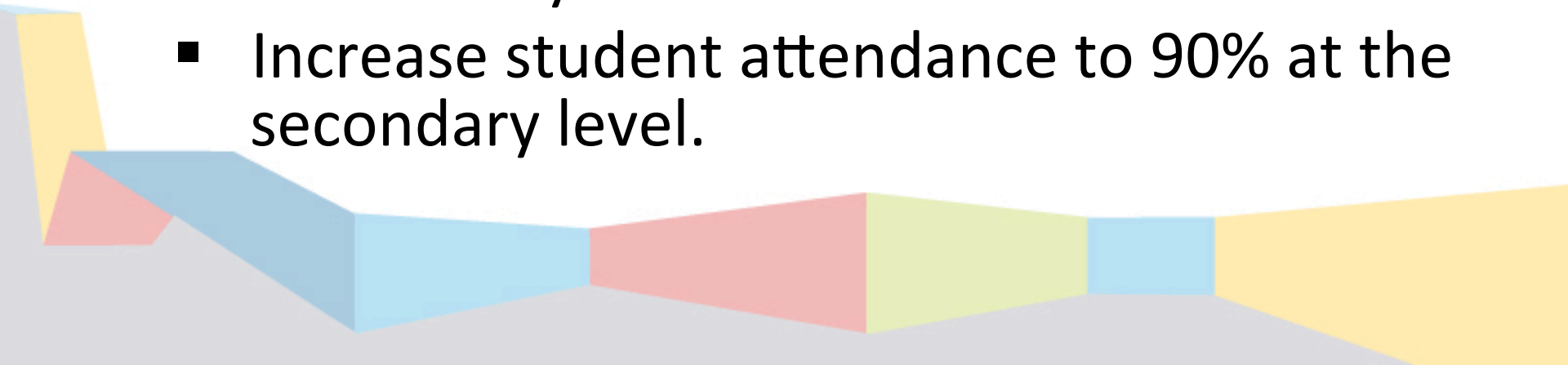
## Action Plan

**Primary Goal #1: Create and expand the Office of Student Interventions.**

<b>Secondary Goal: To develop programs and services that will impact truancy, attendance, dropout and graduation rates.</b>						
<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<p><b>Activity #3 of 3:</b> Align intervention strategies and services to meet the needs of students to improve academic achievement by identifying community resources and partners in each zoned area.</p>	<p>Wrap around services are essential to meet the behavior and mental health needs of students and families.</p>	<p>Community agencies identified based on need.</p> <p>Partners selected and MOU's developed.</p>	<p>Luis Cordoba, Karen Grover, Social workers</p>	<p>N/A</p>	<p>April – July</p> <p>August 1 completion date</p>	<p>7 &amp; 8</p>
<p><b>Professional Development:</b> N/A</p>						

# Office of Student Interventions

- Primary Goal #2:
  - Increase student attendance in KCPS in the 2012-2013 school year.
- Secondary Goal #2:
  - Increase student attendance to 95% at the elementary level.
  - Increase student attendance to 90% at the secondary level.





# Office of Student Interventions

- Where we've been:
  - Attendance rates at the elementary and secondary levels do not meet APR standards.
- Where we're going:
  - Develop strategies and activities that increase attendance and reduce barriers for students and families.



# Office of Student Interventions

## Action Steps and Results

## Action Plan

**Primary Goal #2: Increase student attendance in Kansas City Public Schools in the 2012-2013 school year.**

**Secondary Goal: To increase student attendance level to 95% at the elementary level.  
To increase student attendance level to 90% at the secondary level.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1 of 4:</b> Review current attendance policy and promote the policy to parents stressing the importance of daily attendance.	Examine current policy and determine if it should be updated	List of how and when information was shared with parents.	Luis Cordoba Principals, teachers Public Relations Dept.	Promotional materials	May –Aug.  Aug. 1 completion date	7
<b>Activity #2 of 4:</b> Train all essential school personnel (principals, secretaries, registrars, attendance clerks) on new computerized attendance record keeping system (Tyler Student Information System.)	Current number of dropouts unaccounted for through current attendance process.	All essential personnel are trained on the new system	David Rand School principals Tom Brenneman	Computer labs at Richardson, Manual and other schools throughout the district	June-Aug.  Aug. 1 completion date	8
<b>Professional Development:</b> Training for all essential personnel throughout the summer on the new Tyler Student Information System.						

## Action Plan

**Primary Goal #2: Increase student attendance in Kansas City Public Schools in the 2012-2013 school year.**

**Secondary Goal: To increase student attendance level to 95% at the elementary level.  
To increase student attendance level to 90% at the secondary level.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #3 of 4:</b> Principals, teachers and attendance specialists will monitor student attendance and absences and will follow up with telephone calls and home visits.	Students are falling through the cracks. Become more proactive.	Track number of phone calls and home visits.	Sam Johnson	N/A	Year-round process	7
<b>Professional Development:</b> N/A						
<b>Activity #4 of 4:</b> Develop incentive program that recognizes good attendance and promote it among students and parents through various communication methods.	Students have responded to incentives in the past. Use it as a tool to encourage and/or reward good attendance.	Incentive program developed and promoted.	Eileen Houston-Stewart  Andre Riley	Promotional materials  Develop partnerships with local businesses	Aug. 1	7

## Action Plan

**Primary Goal #2: Increase student attendance in Kansas City Public Schools in the 2012-2013 school year.**

<b>Secondary Goal: To increase student attendance to 95 percent at the elementary level. To increase student attendance to 90 percent at the secondary level.</b>						
<b>Description of Proposed Action/Activity:</b>	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<p><b>Activity:</b> KCPS will launch interactive web-based and social media based sites dedicated to the encouragement of high attendance. The sites will include links to helpful tips and incentive-based games and contests.</p>	The KCPS web platforms receive more than 100,000 page views weekly.	Page view counts and Facebook page visit data.	Public Relations Team	KCPS website and social media platforms	4/1/2012 to 7/1/2012	7
<p><b>Professional Development:</b> Minimal with an emphasis on communication with other school public relations professionals.</p>						
<p><b>Activity:</b> Public Relations will promote high attendance using collateral materials placed in consistently-trafficked family-friendly locations such as churches, libraries, and community centers.</p>	KCPS students utilize community resources for enjoyment, worship, and education.	Attendance promotional materials will be accessible at an increased number of locations.	Public Relations Team, Karen Grover	Posters, flyers, postcards	5/1/2012 To 7/1/2012	7
<p><b>Professional Development:</b> Minimal with an emphasis on communication with other school public relations professionals.</p>						

## Action Plan

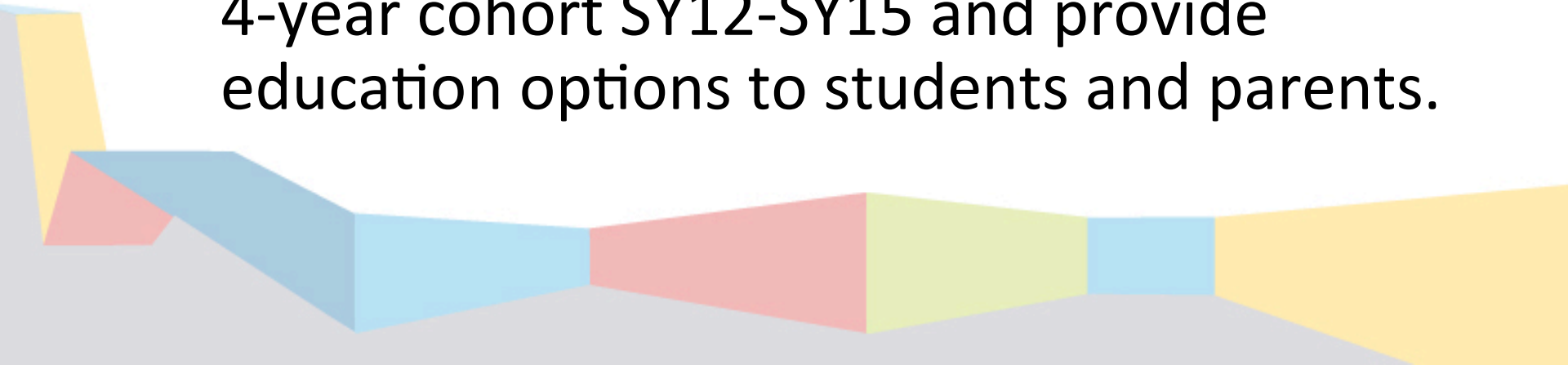
**Primary Goal #2: Increase student attendance in Kansas City Public Schools in the 2012-2013 school year.**

**Secondary Goal: To increase student attendance to 95 percent at the elementary level.  
To increase student attendance to 90 percent at the secondary level.**

<b>Description of Proposed Action/Activity:</b>	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity:</b> Public Relations will launch “On Time or Fall Behind,” an effort to boost the total attendance rate, reduce tardies and absences, and support student achievement among its students. The program will employ positive reinforcement, school-wide support systems, and incentives as a means to increase the total attendance rate.	Incentives provide motivation to take a certain course of action.	Attendance increases and tardies decrease at individual schools.	Public Relations Team	Community donors, posters, flyers, social media notices, incentive items (movie passes, coupons, gifts)	5/1/2012 to 8/1/2012	7
<b>Professional Development:</b> Minimal with an emphasis on communication with other school public relations professionals.						

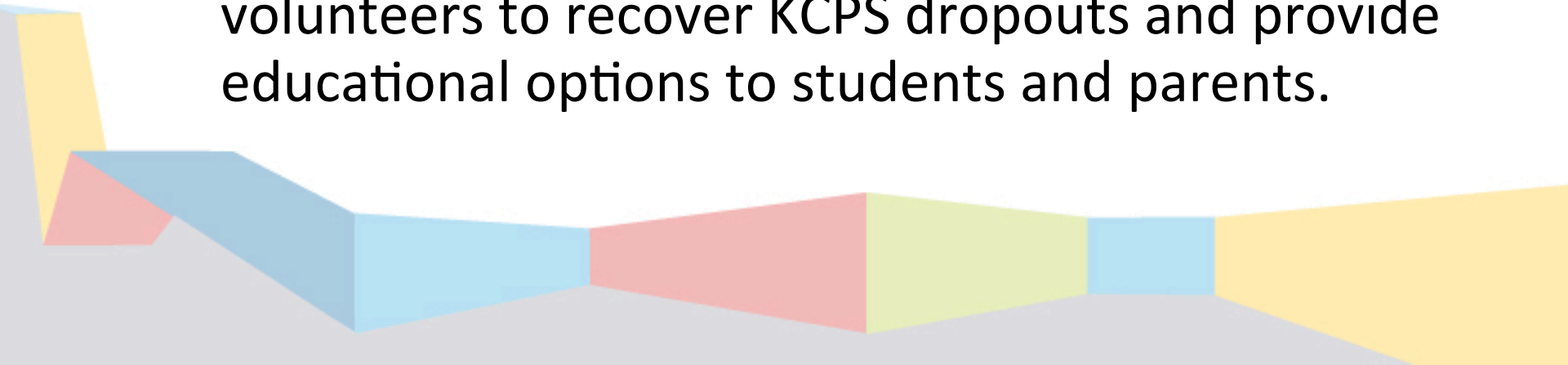
# Office of Student Interventions

- Primary Goal #3:
  - Develop a dropout recovery plan that identifies and locates former KCPS students.
- Secondary Goal #3:
  - Identify current year dropouts and identify 4-year cohort SY12-SY15 and provide education options to students and parents.



# Office of Student Interventions

- Where we've been:
  - 1200 students currently identified as KCPS dropouts, but limited financial and human capital resources to recover dropouts.
- Where we're going:
  - Coordinated effort by staff and community volunteers to recover KCPS dropouts and provide educational options to students and parents.





# Office of Student Interventions

## Action Steps and Results

## Action Plan

**Primary Goal #3: To develop a dropout recovery plan that identifies and locates former KCPS students.**

**Secondary Goal: To identify current year dropouts and identify 4-year cohort SY12-SY15 and provide education options to students and parents.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1 of 8:</b> Identify student list of dropouts for the SY12, SY13, SY 14 and SY15 cohorts	List of past and current dropouts	Dropout list will be compiled.	David Rand Sam Johnson	N/A	Jan. 20 completion date	1
<b>Professional Development:</b> N/A						
<b>Activity #2 of 8:</b> Access and download MOSIS error report which shows students with a dropout exit code from KCPS that have enrollments in another Missouri school.	Provides list of students already verified to have enrolled in another district through MOSIS.	Error report	Sam Johnson	N/A	April 30 completion date	1

## Action Plan

**Primary Goal #3: To develop a dropout recovery plan that identifies and locates former KCPS students.**

<b>Secondary Goal: To identify current year dropouts and identify 4-year cohort SY12-SY15 and provide education options to students and parents.</b>						
<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity #3 of 8:</b> Develop protocol for identifying, locating and tracking recovering dropouts.	Schools are not consistent in identifying, tracking and recovering dropouts. A protocol does not currently exist that is used consistently across all schools.	Completed protocol. Share protocol with principals, school secretaries and dropout specialists.	David Rand and Sam Johnson	Staff hours	April 30	1
<b>Professional Development:</b> N/A						
<b>Activity #4 of 8:</b> Train building level data entry personnel on updating student records of students that have been recovered.	Building level staffs have indicated that they have not received appropriate training in order to be held accountable for making necessary updates to student records system.	Training sign-in sheets and agenda	Luis Cordoba	Hire trainer or utilize current staff.	May 30	1
<b>Professional Development:</b> Building level personnel will be trained on dropout recovery process.						

## Action Plan

**Primary Goal #3: To develop a dropout recovery plan that identifies and locates former KCPS students.**

<b>Secondary Goal: To identify current year dropouts and identify 4-year cohort SY12-SY15 and provide education options to students and parents.</b>						
<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity #5 of 8:</b> Update student records system to reflect updated student exit status for recovered dropouts.	Core data files need to be extracted from student records system to ensure accuracy and integrity of data. Making manual adjustments to core data files without updating student records system is flawed data management practice.	Student Records System files updated	Building principals	Staff hours for data entry personnel	March - May	1
<b>Professional Development:</b> N/A						
<b>Activity #6 of 8:</b> Re-file appropriate core data files to reflect updated student exit status for recovered dropouts.	State allows continual updating of past core data files as dropouts are recovered. State graduation rates will not reflect recovered dropouts unless core data is filed appropriately.	Certified core data files	David Casson	Staff hours	June 30	1

## Action Plan

**Primary Goal #3: To develop a dropout recovery plan that identifies and locates former KCPS students.**

<b>Secondary Goal: To identify current year dropouts and identify 4-year cohort SY12-SY15 and provide education options to students and parents.</b>						
<b>Description of Proposed Action/Activity</b> (What is going to be done to address this goal?)	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity #7 of 8:</b> Develop a procedure for coding students and ensure compliance with data entry and integrity requirements.	Students are often considered dropouts as a result of incorrect coding or lack of re-coding when students are located. A procedure must be established to ensure timely and appropriate coding and re-coding of students.	Procedure will be shared with pertinent staff.	David Rand	N/A	Aug. 1	1
<b>Professional Development:</b> N/A						
<b>Activity #8 of 8:</b> Establish and implement a proactive program for engaging community and families for the purpose of increasing attendance and dropout prevention.	Dropout prevention is shown to be much more effective strategy than dropout recovery. Proactive efforts must be in place for sustained success in increasing graduation rates and decreasing dropout rates.	Completed and implemented plan	Luis Cordoba Eileen Houston-Stewart	N/A	Aug. 1	1

## Action Plan

**Primary Goal #3: To develop a dropout recovery plan that identifies and locates former KCPS students.**

**Secondary Goal: To identify current year dropouts and identify 4-year cohort SY 12-SY15 and provide education options to students and parents.**

<b>Description of Proposed Action/Activity:</b>	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<p><b>Activity:</b> Public Relations will launch “On Time or Fall Behind,” an effort to boost the total attendance rate, reduce tardies and absences, and support student achievement among its students. This program will also use web-based and school-based collateral materials to keep parents engaged and informed.</p>	<p>Well informed parents and community members can assist students</p>	<p>Parents demonstrate behavior changes and active involvement</p>	<p>Public Relations Team</p>	<p>Automated phone calls, promotional videos/web videos, information via the community newsletter, media</p>	<p>5/1/2012 to 8/1/2012</p>	<p>1</p>
<p><b>Professional Development:</b> Minimal with an emphasis on communication with other school public relations professionals.</p>						

# Office of Student Interventions

- Primary Goal #4:
  - Proactively work with parents to ensure chronically truant students are enrolled in school while decreasing the number of unexcused absences.
- Secondary Goal #4:
  - Develop a proactive intervention plan that provides educational opportunities and social services for chronic truant offenders and families.



# Student Interventions

- Where we've been:
  - Truancy program and officer positions were eliminated and social workers and attendance specialists took on additional duties.
- Where we're going:
  - The TSIP program (Truancy & Student Intervention Program) is a collaborative effort between KCPS, the City of Kansas City, Kansas City Police Department, Jackson County Youth Court and other social service agencies in the community.





# Office of Student Interventions

## Action Steps and Results

## Action Plan

**Primary Goal #4: Proactively work with parents to ensure chronically truant students are enrolled in school while decreasing number of unexcused absences.**

**Secondary Goal: To develop a proactive intervention plan that provides educational opportunities and social services for chronic offenders and families.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #1 of 4:</b> Forge a relationship with the City of Kansas City Council and Kansas City Police Department to establish a daytime curfew/truancy ordinance.	KCPD notified the district that need more teeth in truancy sweeps where they can cite, retain, or release	Daytime curfew/truancy ordinance will be an enforceable law.	Luis Cordoba	N/A	Dependent on City Council vote	8
<b>Professional Development:</b> N/A						
<b>Activity #2 of 4:</b> Re-establish a Truancy Officer with 2-4 officers who will work with schools, attendance specialists, social workers and KCPD.	Truancy officers have shown to be effective; acting as law enforcement specialists to the extent that they enforce school attendance laws established by state and local governments.	Office is established and officers hired and trained.	Luis Cordoba  Eileen Houston-Stewart	Identify funding source	Aug. 1	8

## Action Plan

**Primary Goal #4: Proactively work with parents to ensure chronically truant students are enrolled in school while decreasing number of unexcused absences.**

**Secondary Goal: To develop a proactive intervention plan that provides educational opportunities and social services for chronic offenders and families.**

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Rationale For Activity (Explain what data source justifies this activity)	Results/ Measurement (What will be the evidence of completion of the activity?)	Person(s) Responsible (Who will be accountable for action/activity?)	Resources	Timeline/ Completion (When will the activity occur and complete?)	Strategic Plan Alignment (Reference Number)
<b>Activity #3 of 4:</b> Establish a Youth Court in conjunction with Jackson County Court in the Northeast zone.	Gathering information from Jackson county about former youth court program.	Youth Court is established at Northeast HS	Luis Cordoba	Partial salary for judge position	Sept. 30	8
<b>Professional Development:</b> N/A						
<b>Activity #4 of 4:</b> Establish a telephone hotline where community residents can anonymously report truant students.	Partnership where community will assist in identifying truant students.	Hotline is established, phone number is published to the public.	Andre Riley Tom Brenneman	Cost for promotional materials	Aug. 1	7

## Action Plan

**Primary Goal #4: Proactively work with parents to ensure chronically truant students are enrolled in school while decreasing number of unexcused absences.**

**Secondary Goal: To develop a proactive intervention plan that provides educational opportunities and social services for chronic offenders and families.**

<b>Description of Proposed Action/Activity:</b>	<b>Rationale For Activity</b> (Explain what data source justifies this activity)	<b>Results/ Measurement</b> (What will be the evidence of completion of the activity?)	<b>Person(s) Responsible</b> (Who will be accountable for action/activity?)	<b>Resources</b>	<b>Timeline/ Completion</b> (When will the activity occur and complete?)	<b>Strategic Plan Alignment</b> (Reference Number)
<b>Activity:</b> Establishment of telephone hotline where community residents can anonymously report truant students.	Providing an outlet where community members can play an active role in battling truancy	Hotline is established and calls received and logged	Public Relations Team, ITS	Promotional materials, static phone line, data management.	6/1/2012 to 8/1/2012	8
<b>Professional Development:</b> Minimal with an emphasis on communication with other school public relations professionals.						

# Questions and Answers

# RSIT Breakout Discussion

# Feedback/Requests

# Monthly Meeting Date