Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Tuesday, June 26, 2012

KANSAS CITY
PUBLIC SCHOOLS

Superintendent Goals
Goal 1: Student Achievement

Timeline

- August 2012 – June 2013

Student Achievement: Minimum of 1.5 – 2.0 years of student growth per year per grade level.

Benchmarks

- Monthly Assessments

  Teacher made formative assessments will be given monthly and reports will be submitted by building, by subject, and by cohort.
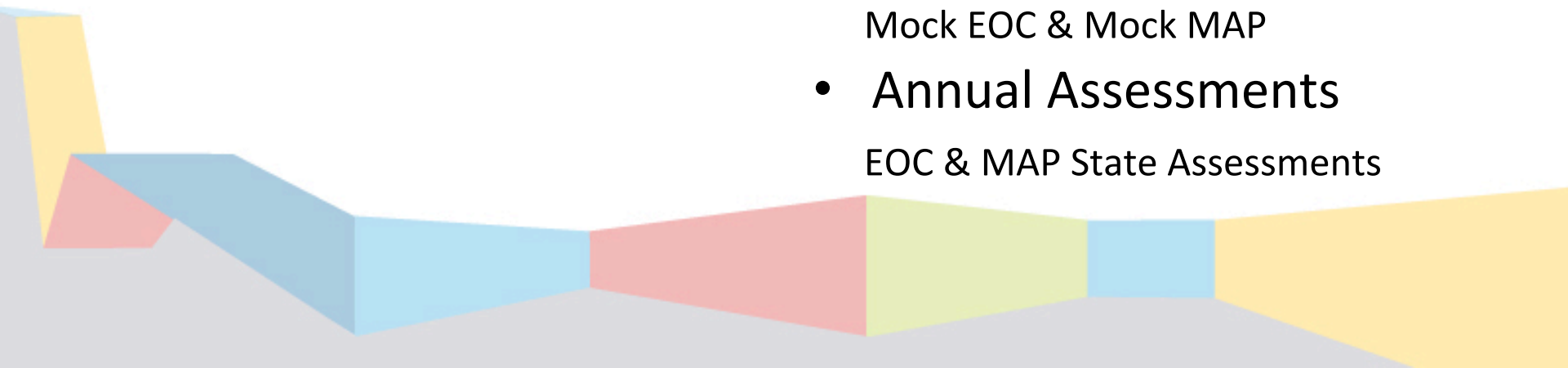
- Quarterly Assessments

  Acuity – DRA2 – Data Cycle

- Semester Assessments

  Mock EOC & Mock MAP

- Annual Assessments

  EOC & MAP State Assessments

Superintendent Goals
# Goal 2: College and Career Readiness

Timeline

- August 2012 – June 2013

District will meet at least four of the seven College and Career Readiness performance standards.

Benchmarks

- Director of Assessment will provide monthly reports following receipt from ACT Testing Center of Students tested and their scores.

- Director of Counselors will provide a quarterly report that tracks all seniors' college readiness participation.

- CTE Director will provide monthly update on CTE enrollment.

- Director of Assessment will provide a report on the number of students enrolled in advanced placement courses two weeks following the beginning of each semester.

- The Director of Assessment will provide a graduate verification report at the end of first semester.
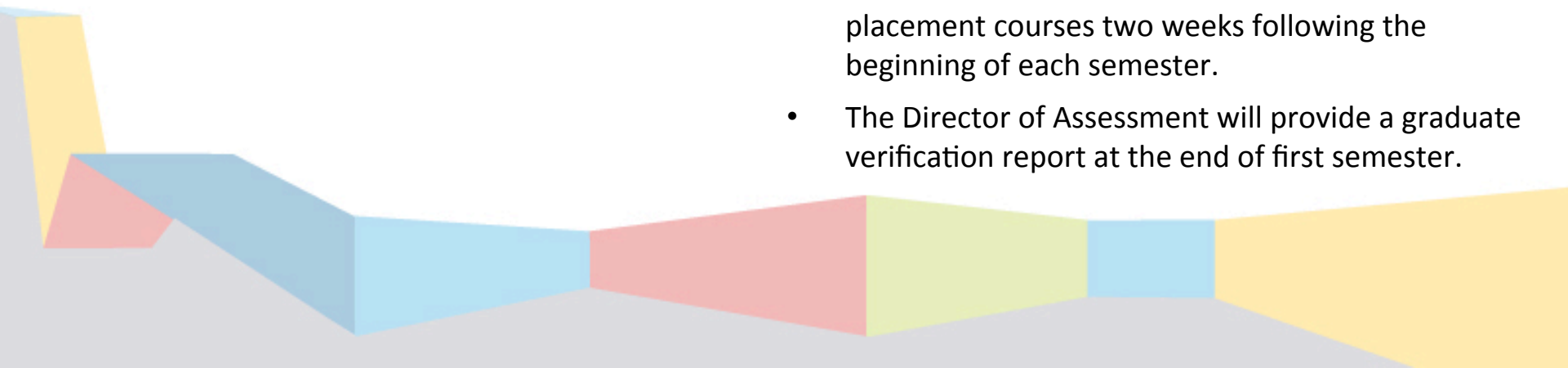
Superintendent Goals
Goal 3: Classroom Management and Student Behavior
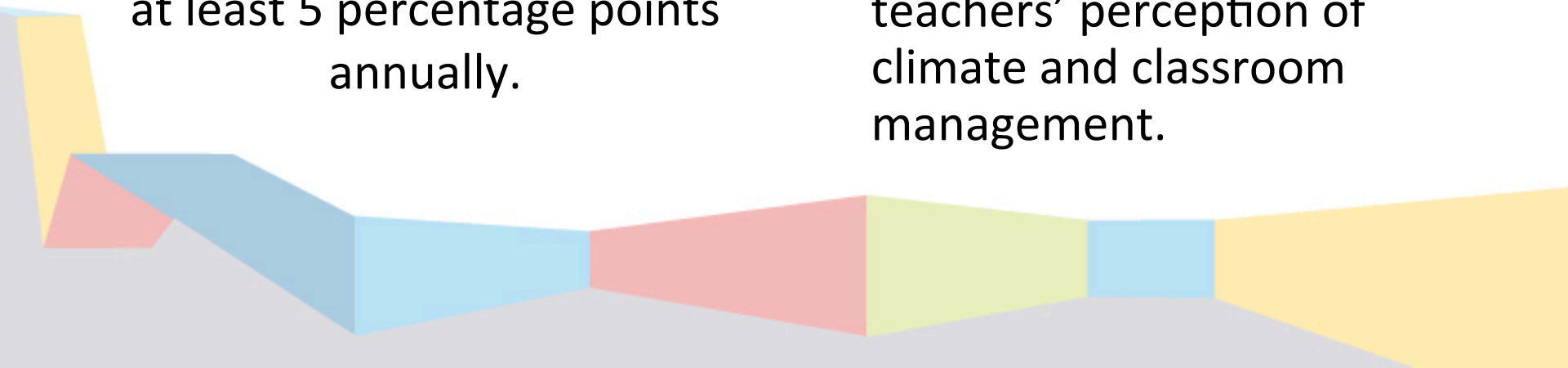
Timeline

- August 2012 – June 2013

Percentage of KCPS teachers reporting a need for PD in the area of classroom management will decrease by at least 5 percentage points annually.

Benchmarks

- Director of Assessment will provide monthly suspension data reports to the superintendent by building and by grade level.

- In March, a district survey will be conducted assessing teachers' perception of climate and classroom management.

Superintendent Goals
Goal 4: Student Attendance and Dropout Prevention
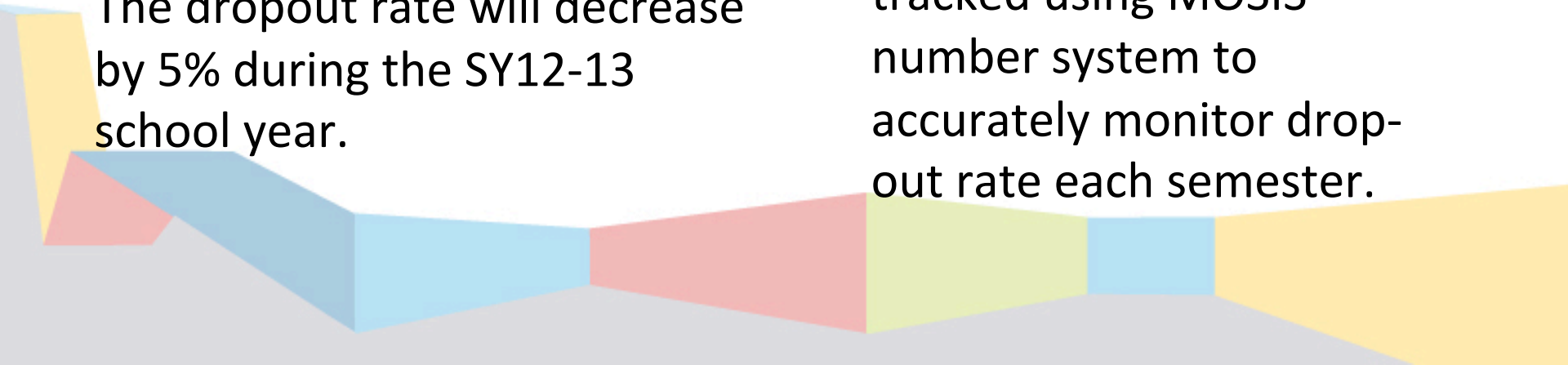
Timeline

- August 2012 – June 2013

Student attendance will increase at the elementary level to 95% and 90% at the secondary level.
The dropout rate will decrease by 5% during the SY12-13 school year.

Benchmarks

- Monthly student attendance reports will be provided for elementary schools and for secondary schools.

- Student mobility will be tracked using MOSIS number system to accurately monitor drop-out rate each semester.

Superintendent Goals
Goal 5: Human Capital Management

Timeline

- July 2012 – June 2013

- Increase customers service at the school level with principal by 40%.

- Increase customer service with all employees across the district by 25%.

Benchmarks

- Principals will complete semi-annual surveys to measure their satisfaction with Human Capital Management.

- All employees will complete annual survey to measure their satisfaction with Human Capital Management.
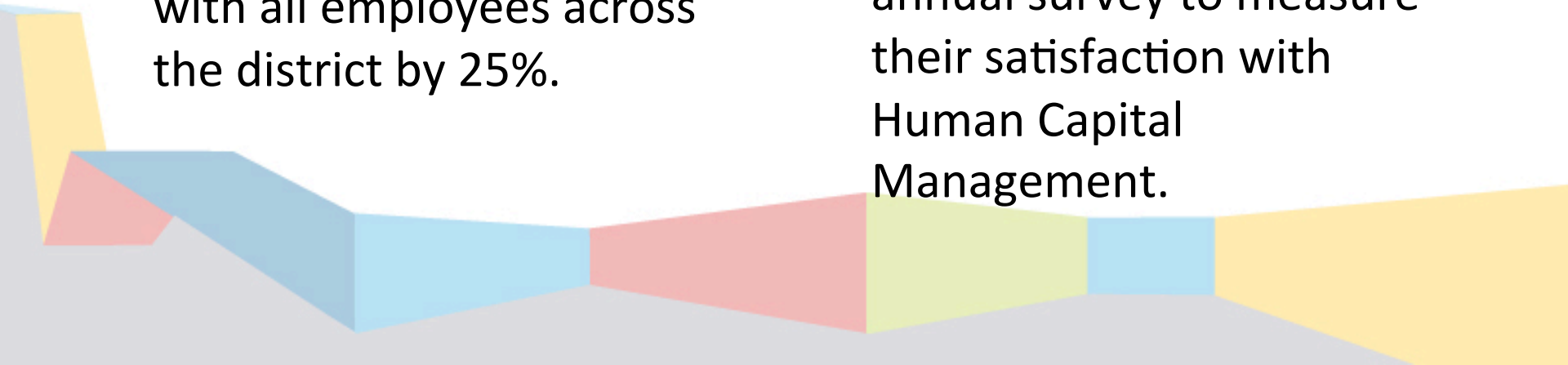
Academic Division

- Assessment, Accountability and Academic Precision

- Elementary and Secondary Schools

- Curriculum, Instruction and Professional Development

Accountability, Assessment and Academic Precision

Accomplishments 2011-2012

Student Achievement Projected SY12 APR
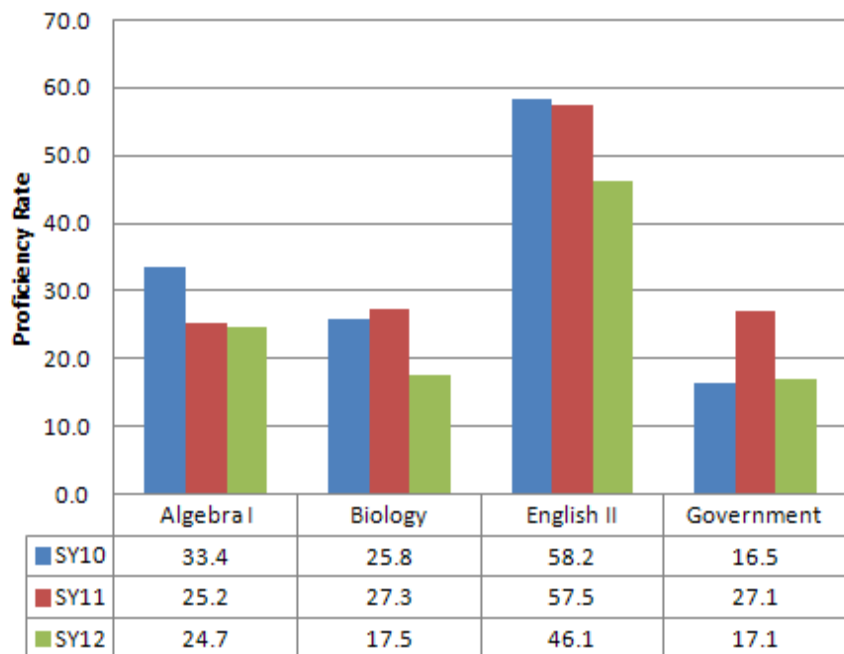
- Projected to Meet 5 Standards on SY12 APR
  - 9.4*1 – Advanced Courses
  - 9.4*2 – Career Tech Ed Courses
  - 9.4*3 – College Placement
  - 9.4*4 – Career Tech Ed Placement
  - *BONUS – MAP Achievement
    - Increase in 4 of 6 areas
      - Elementary (3-5) Mathematics
      - Elementary (3-5) Communication Arts
      - Middle (6-8) Mathematics
      - Middle (6-8) Communication Arts
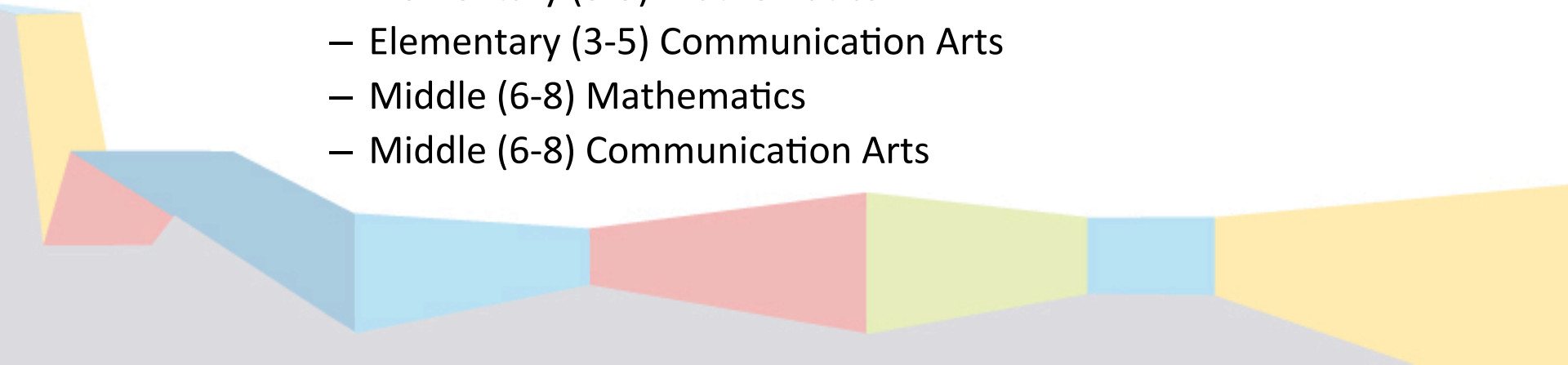
Preliminary EOC Results

SY10, SY11 and Preliminary SY12 EOC Scores Proficiency Rates on Required Assessments

	Algebra I	Biology	English II	Government
SY10	33.4	25.8	58.2	16.5
SY11	25.2	27.3	57.5	27.1
SY12	24.7	17.5	46.1	17.1

SY10, SY11 and Preliminary SY12 EOC Scores MAP Index Scores on Required Assessments

	Algebra I	Biology	English II	Government
SY10	715.3	701.7	761.8	679.7
SY11	702.1	703.4	760.3	704.1
SY12	700.7	690.3	735.9	682.6
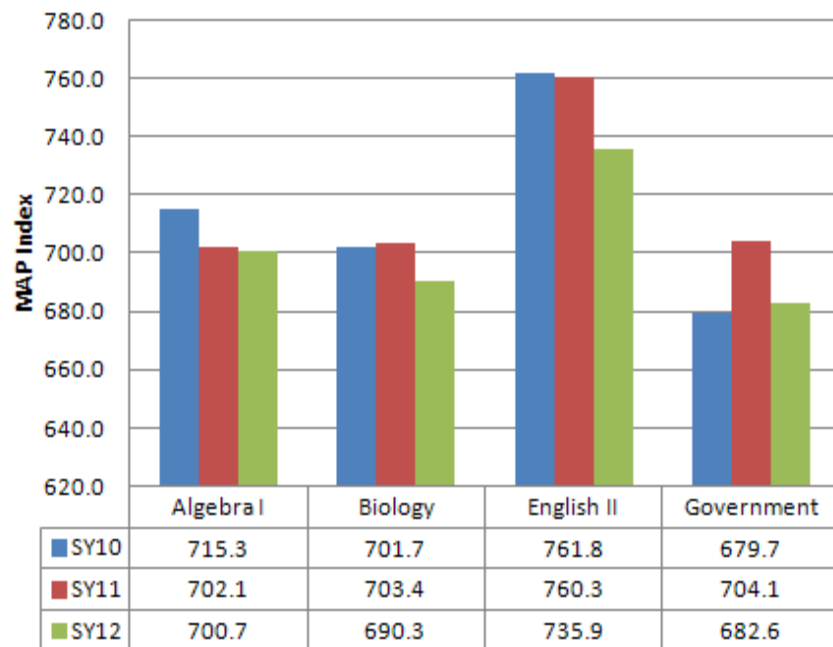
Yearly Student Growth in Reading

Yearly Student Growth in Reading
% of Students with 1, 1.5 and 2 Years of Academic Progress
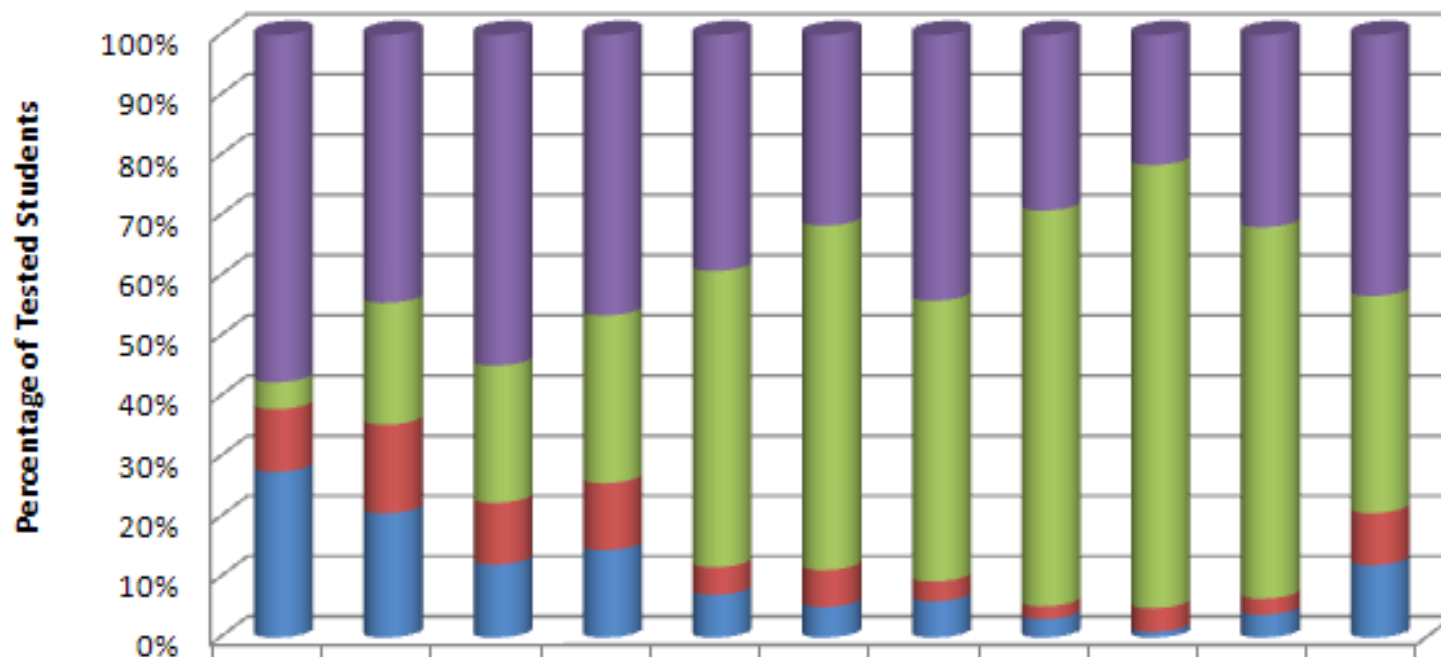
	2	3	4	5	6	7	8	9	10	11	Totals
■ Less than 1 Year	57.6%	44.5%	54.9%	46.5%	39.2%	31.6%	44.1%	29.1%	21.6%	31.9%	43.3%
■ 2 Years	4.5%	20.2%	22.7%	27.8%	49.2%	57.1%	46.6%	65.6%	73.5%	61.6%	36.0%
■ 1.5 Years	10.4%	14.7%	10.2%	11.1%	4.6%	6.1%	3.3%	2.1%	3.9%	2.7%	8.6%
■ 1 Year	27.5%	20.6%	12.2%	14.5%	7.1%	5.1%	6.0%	3.1%	1.0%	3.8%	12.1%

Percentage of Tested Students

Yearly Student Growth in Mathematics

Yearly Student Growth in Mathematics
% of Students with 1, 1.5 and 2 Years of Academic Progress
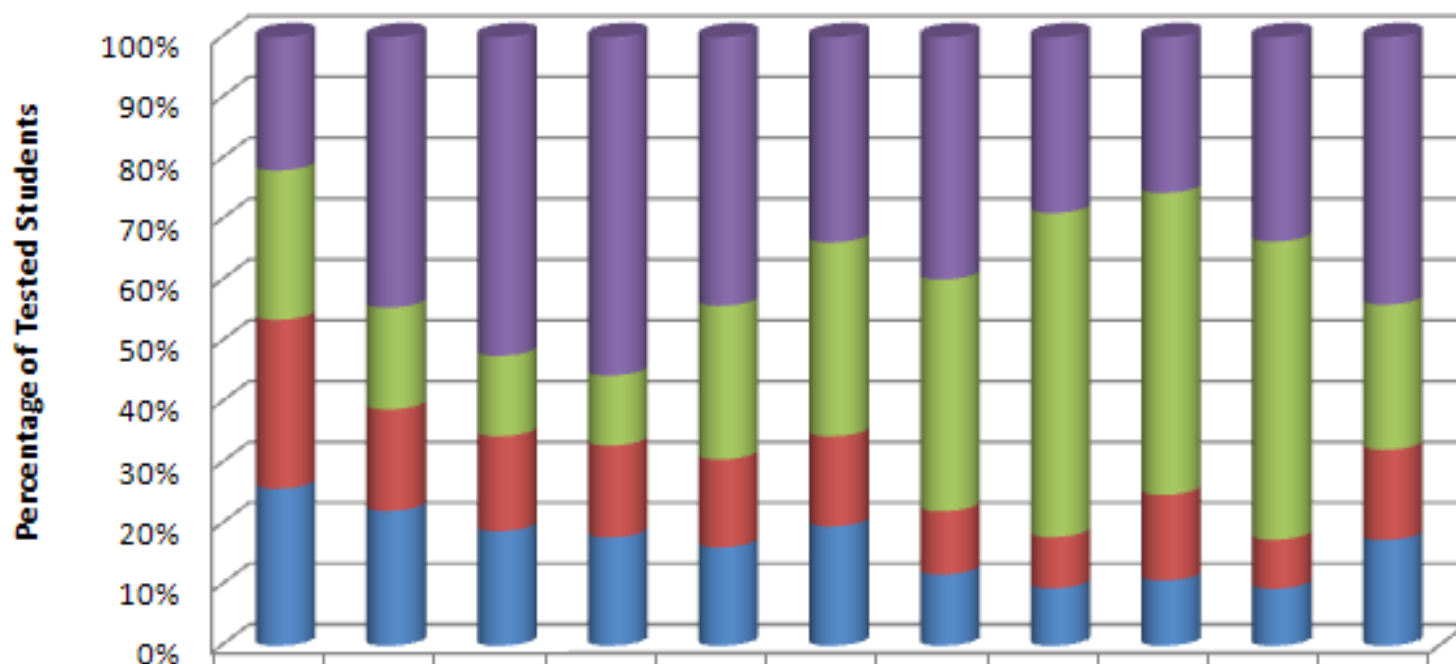
	2	3	4	5	6	7	8	9	10	11	Totals
Less than 1 Year	21.9%	44.5%	54.9%	46.5%	39.2%	31.6%	44.1%	29.1%	21.6%	31.9%	43.3%
2 Years	24.5%	16.8%	13.8%	9.6%	22.4%	29.9%	42.2%	53.7%	41.8%	46.5%	23.5%
1.5 Years	27.8%	16.6%	16.4%	12.6%	12.8%	13.9%	11.5%	8.5%	11.9%	7.6%	14.6%
1 Year	25.8%	22.2%	19.7%	14.9%	14.4%	18.4%	13.0%	9.5%	9.0%	8.9%	17.1%

College and Career Readiness

- Explore test was given to 7th & 8th graders in October 2012.

- PLAN test was given to 9th & 10th graders in October 2012.

- Increased the number of credits earned in CTE by 50% from 10% in SY11 to approximately 15% in SY12.

- CTE program consistently places approximately 9 of 10 CTE completers into a 2- or 4- year college or career and technical school. CTE met that goal again in SY12.
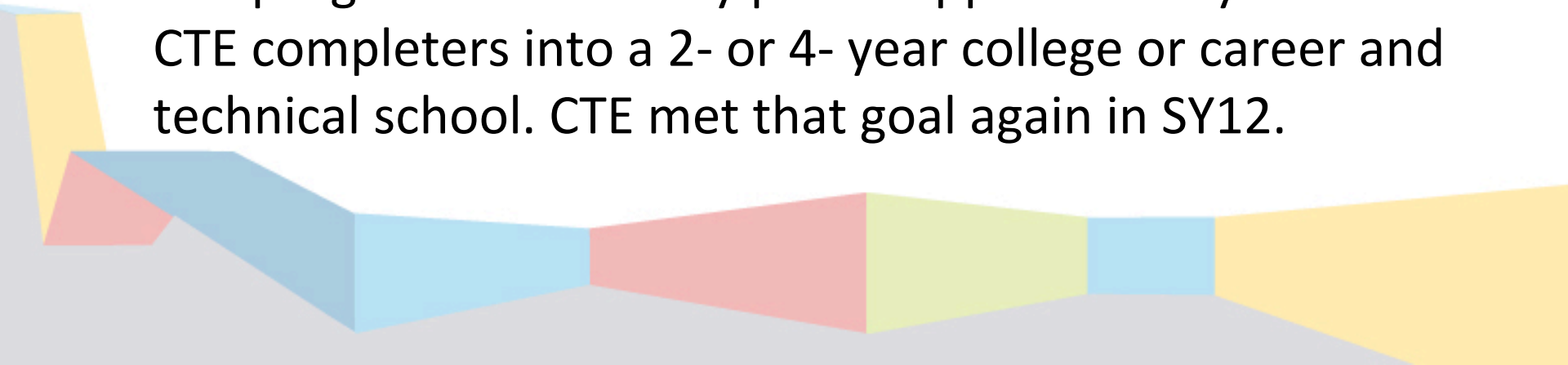
College and Career Readiness

Name of the School	No. of Seniors	% of Seniors Completing ACT, SAT, ASVAB, or COMPASS	% of Seniors Attending College Fair	% of Seniors Completing 1 or more College Applications	Total Amount of Scholarships Earned by Seniors
Central High School	96	52%	100%	55%	$506,497
East High School	126	89%	92.6%	91.2%	$479,016
Lincoln College Preparatory Academy	104	100%	100%	100%	$4,746,200
Northeast High School	134	90%	77%	75%	$288,694
Paseo Academy of Fine & Performing Arts	107	96%	92%	100%	$514,228
Penn Valley Early College Campus Program	14	100%	100%	100%	$706,156
Southwest Early College Campus	127	98%	100%	85%	$320,092
Totals	708				$7,560,883

College and Career Readiness

Dual credit

Available Through:

- High School College Partnership (UMKC)
- Donnelly College
- Rockhurst University

SY12 - 119 students participated

SY13 - classes will be available at all high schools through individual teacher's classes as well as Distance Learning Labs

- Distance Learning Labs will be taught by certified teachers from Lincoln, Paseo, and SWECC

Health Sciences Accelerated Academy

- Health Sciences Institute – Penn Valley
  - Funded by a grant through Penn Valley
- Students earn CNA (Certified Nursing Assistant) and up to 12 college credits
- Program available to students at East, Northeast, and Central High Schools
- **SY12 – 6 seniors graduated and all will attend a 4-year college in the fall**
- **SY13 – 9 new juniors and 14 seniors**
- SY13 – a new cohort of sophomores will enter the program
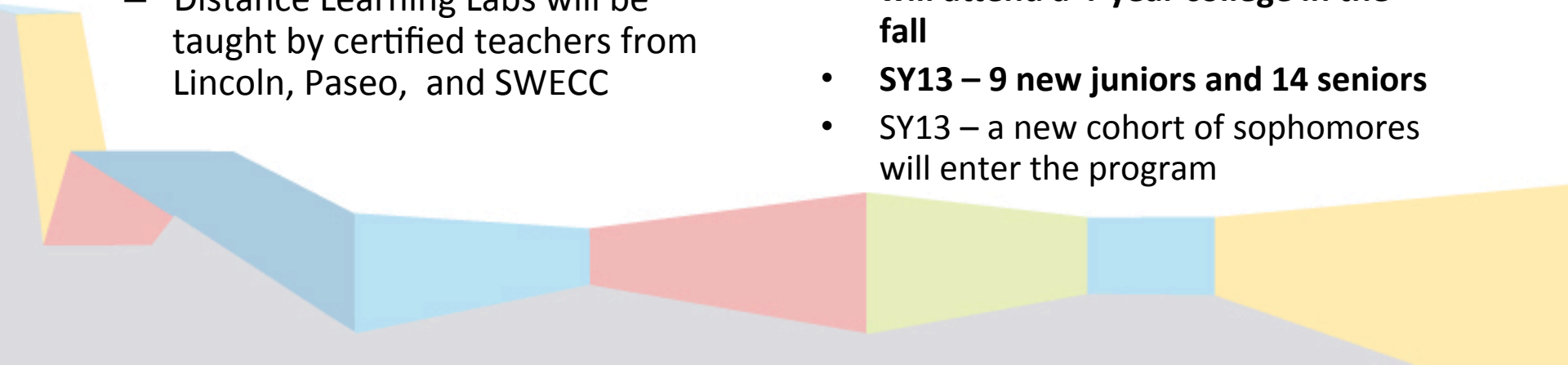
College and Career Readiness

Early College Academy

- Penn Valley Partnership
- Students earn Associate's Degree & diploma
- **SY12 seniors**
  - 3 Valedictorians and 1 Salutatorian
  - 1 National Merit Scholar Finalist
  - $750,000 in scholarships
  - 100% were accepted into college in the fall
  - 8 on Dean's list all four semesters
  - Average ACT score 23 (11 had 21-34)
  - 98% attendance for all semesters

- **SY13 new seniors**
  - 1 National Merit Finalist
  - 12 on Dean's list both semesters
  - Average ACT score of 22 from first time taking (3 had 30 or above)
  - 99% attendance for all semesters
- SY13 – a new cohort of Juniors will enter the program

# Curriculum, Instruction and Professional Development

Student Achievement

- 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.

Student Achievement

- Revised the Communication Arts and Math curriculum based on feedback received from DESE audit.

- Professional Development department has created a plan for developing lessons aligned to the curriculum, improving teacher pedagogy, focusing on academic vocabulary and increasing rigor in the classroom.

- The data cycle will be fully implemented with the support of the RPDC and District staff. Plan to be approved on June 25, 2012.
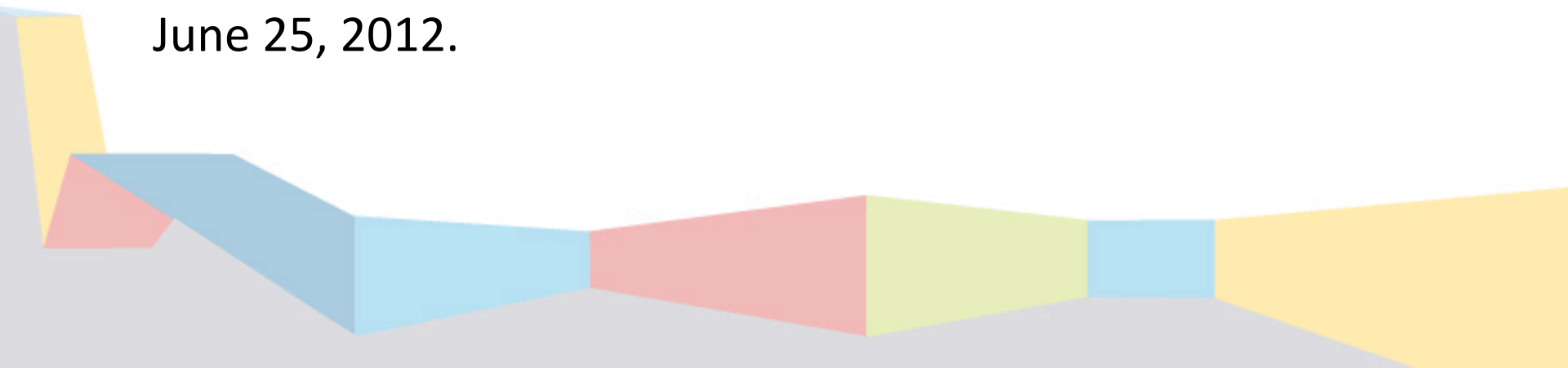
Student Achievement

- The district is in the process of designing an assessment program to support classroom instruction in Communication Arts and Mathematics.

- Research-based instructional practices that promote academic rigor have been identified and written into the curriculum.

- A plan has been developed to provide PD to teachers on research-based instructional practices and how they should be used.
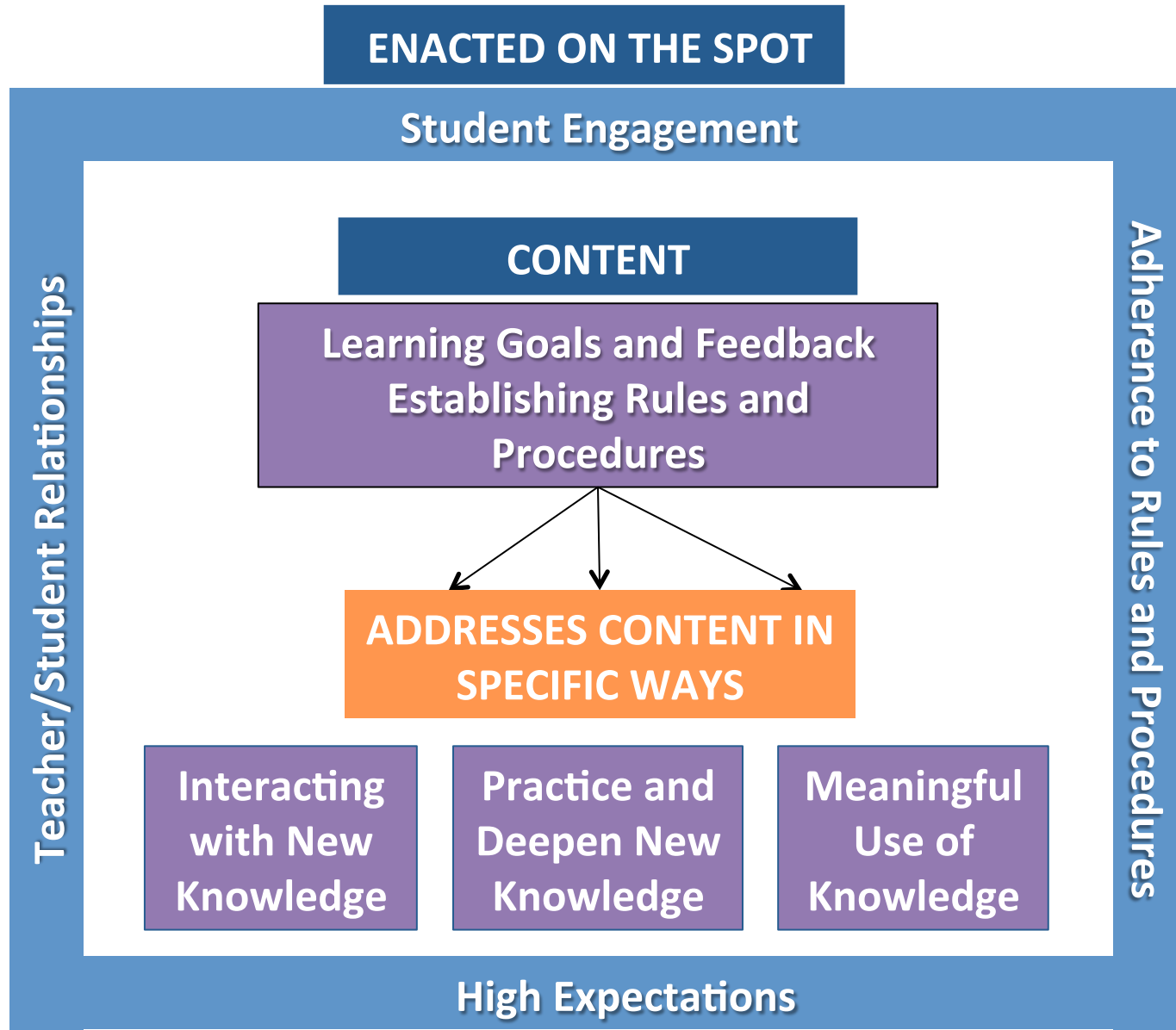
Implementation Plan Update 2012-2013

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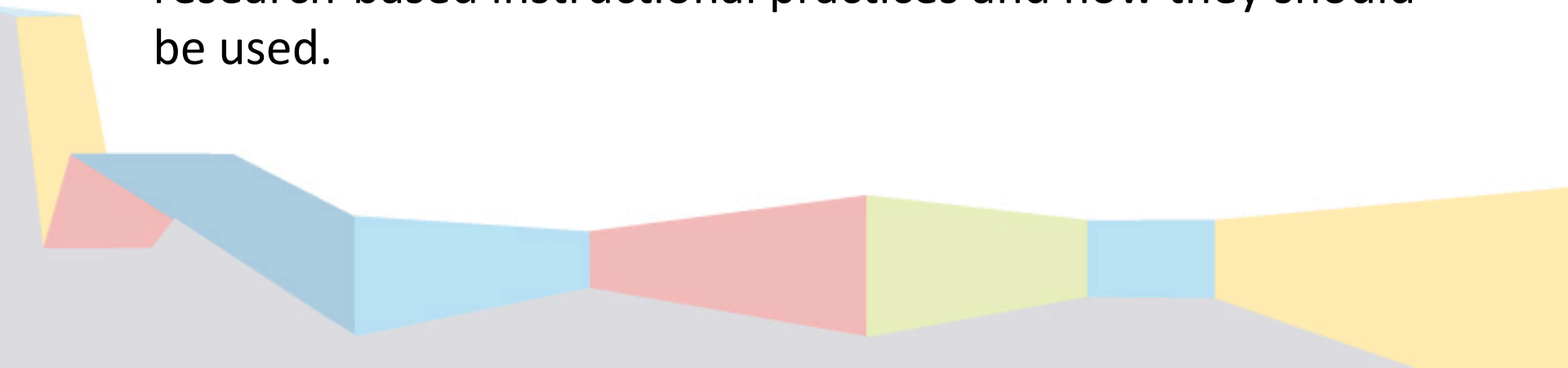
Alignment for Effective Teaching

RESEARCH-BASED

Instructional Design Framework

Instructional Design Framework

CONTENT

Learning Goals and Feedback
Establishing Rules and
Procedures

ADDRESSES CONTENT IN
SPECIFIC WAYS

| Interacting with New Knowledge | Practice and Deepen New Knowledge | Meaningful Use of Knowledge |

Unit Name: Grade 5, Unit 1 Characters Responding to Challenges In this unit, students learn to explore literary elements, and use the comprehension strategies of cause and effect and reasoning. Students will also learn to exhibit active listening behavior.	**Unit Timeline: Quarter 1** **First 6 Weeks**

Essential Questions:	**Assessments:**
1. How do I find the right piece of text to support my claim? 2. What speaking and listening skills are critical for collaborative participation?	Q1/Pearson Unit 1 Weekly Test 1 Q1/Pearson Unit 1 Weekly Test 2 Q1/Pearson Unit 1 Weekly Test 3 Q1/Pearson Unit 1 Weekly Test 4 Q1/Pearson Unit 1 Weekly Test 5 Q1/Pearson Unit 1 Weekly Test 6 Listening Activity Scoring Guide Pearson Unit 1 Test

Learning Targets:	**Academic Vocabulary**
1. Identify **point of view, mood, flashback, theme, and foreshadowing** using details from the text; interpret characters' behaviors and motives; evaluate the **effectiveness of the problem-solving behaviors** of the characters. R2C, CCRL3 - DOK2 2. Explain the relationship between a cause and its effect as implied in the text. R2C, R3C, CCRL3 - DOK 2 3. Explain how an author uses reasons and evidence to support particular points in a text, identify central ideas, and **distinguishing fact from opinion.** R3C, CCR18, DOK2 4. **Exhibit active listening behavior** when interpreting verbal and non-verbal communication. LSS1B – DOK2	1. mood 2. theme 3. foreshadowing 4. syllabication 5. morphology 6. infer 7. theme 8. expository writing 9. citation

Learning Targets and Alignment		**Lesson Segments**		
		Interact with New Knowledge	Practice and Deepen New Knowledge	Utilize and Apply New Knowledge
Learning Target #1 Identify **point of view, mood, flashback, theme, and foreshadowing** using details from the text; interpret characters' behaviors and motives; evaluate the **effectiveness of the problem-solving behaviors** of the characters. R2C, CCRL3 DOK2	Strategies	Ask students to use background knowledge to predict characters' challenges in unit stories	Organize students into groups of 2 or 3; have them read unit story to process information on identify story elements	Synthesize how changing a setting could affect a story
	Activities	Students preview title and illustrations in the unit story during small group time with teacher, noting how setting is different from their lives today	Use think/pair/share to discuss setting; ask students to predict challenges the setting would create in unit story (no modern technology, rugged terrain creates difficulty finding food) and how this would change the characters, problems and story events	Students write an excerpt from the unit story with an alternate setting

	Activities	Pick 5 things people have varying opinions about (broccoli, bedtimes, colors). Present one fact about the item and ask students if they agree. (Tally result). Present one opinion about the item and ask students if they agree. (Tally result). Examples: Broccoli is good, I go to bed at 10:00 pm. Ten o'clock is a late bedtime. Talk about the difference in fact and opinion using the examples.	After this activity has been modeled, let the students play the game. Each group of students will have an envelope of cards. They are to place them on the table, face down and arrange them into a square. They will turn over two cards, read them and see if they match. If they match, the students get another turn. If the cards do not match, they are turned back over on the table and it is the other student's turn.	In small groups, compare accuracy of information in different websites frequently accessed by students for information (Web Quest, Google, Yahoo, Webmed, etc.)
Learning Target #4 **Exhibit active listening behavior** when interpreting verbal and non-verbal communication. LSS1B DOK2 Unit Resources:	Strategies	Pose question to students, "What can you hear?" and have them brainstorm what sounds they would hear if they were outside.	Use cooperative learning games to teach the importance of listening to others. Divide the class into groups of four students and give each team a card that has a scenario written on it that they have to act out without directly stating what they are doing.	
	Activities	While outside have students sit silently and independently for 5 minutes and record all the sounds they hear; tally the different sounds students heard on chart paper	The other groups have to listen to a skit (or other activity), but cannot watch it. They have to determine what is happening by what they hear. For example, you give a card to a team that contains the phrase "camping trip." The team members talk to each other about camping-related events like setting up a tent, building a fire, and roasting hot dogs. After five minutes, stop the dialogue and call on the other teams to state their guesses.	

1. Unit 1, Week 1 Red Kayak – literary elements   *Weekly Test covers literary elements*
2. Unit 1, Week 2 Thunder Rose – cause and effect *Weekly Test covers cause and effect*
2. Unit 1, Week 3 Island of the Blue Dolphins – inferring/literary elements *Weekly Test covers inferring and literary elements*
3. Unit 1, Week 4 Satchel Paige – fact and opinion *Weekly Test covers fact & opinion*
4. Unit 1, Week 4 Ten –Mile Day – cause and effect   *Weekly Test covers cause and effect*
5. Listening games and activities - http://www.articlesforeducators.com/article.asp?aid=4

Intervention Strategies:

1. Provide additional visual support with Reading Street ESL posters, retelling cards, and vocabulary pictures.
2. Provide story summary in the ELL handbook.
3. Provide high-interest, low-level reading selections to engage struggling readers.

Lesson Design Components

- Clear and measurable learning targets or objectives.

- Activation of prior knowledge/anticipatory set.

- Teaching/Modeling/Demonstrating.

- Guided Practice/Formative Assessment.

- Independent Practice/Closure.

Lesson Design
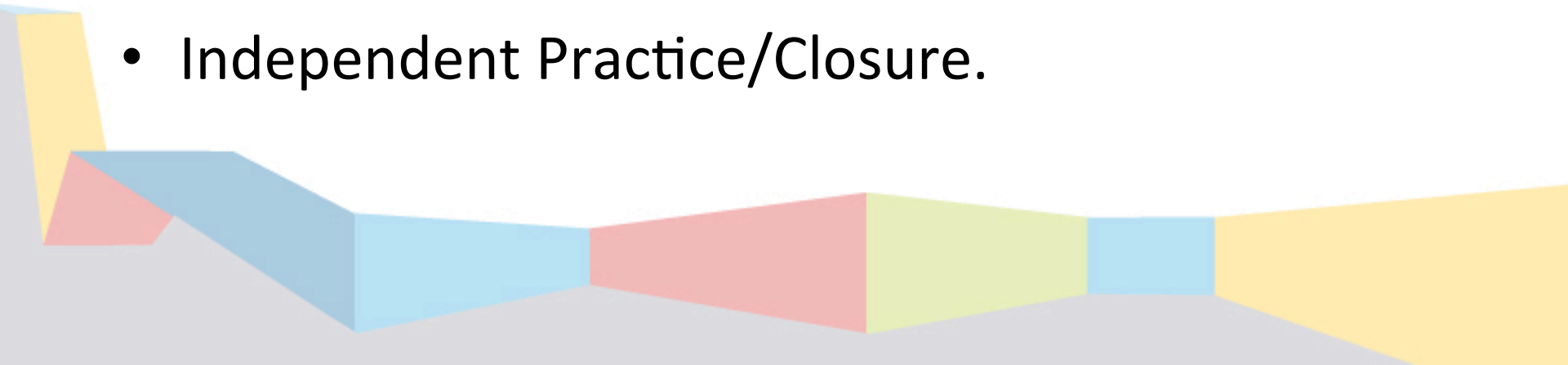
Teacher_____Subject/Grade_____Date(s) _____

		Lesson Cycle	Plan	
Lesson Segments Addressing Content	**Interact With New Knowledge**	**Learning Target(s) and Objective(s)**		
		Key Vocabulary		Resources
			Strategies	**Activities**
		☐ Connect to Prior Learning ☐ Anticipatory Set		
		☐ Teach ☐ Model ☐ Demonstrate		
	Practice and Deepen New Knowledge	☐ Guide Practice ☐ Formative Assessment ☐ Independent Practice		
	Utilize and Apply New Knowledge	☐ Decision Making Task ☐ Problem Solving Task ☐ Investigational Task ☐ Closure		

Interventions:

Summer Opportunities

Introduction to the Comprehensive Framework for Effective Teaching

- Curriculum Writers
- Principals
- New Teacher Induction
- Instructional Coaches
- All Staff

Fall Semester

Developing deeper understandings of the Comprehensive Framework for Effective Teaching
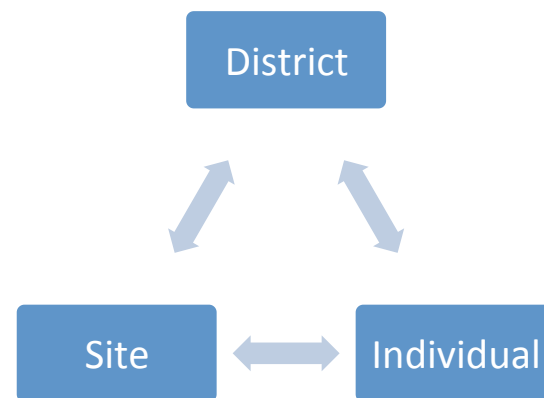
- Instructional Strategies
- Formative Assessment

Spring Semester

Developing deeper understandings of the Comprehensive Framework for Effective Teaching

- Instructional Strategies
- Higher Order Thinking
  - Supporting Claims with Evidence
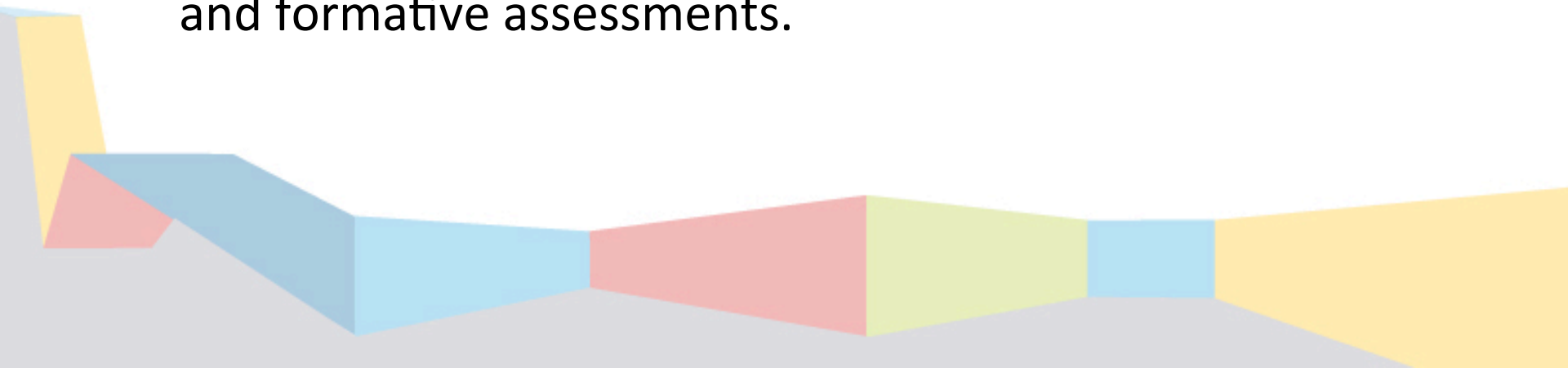 - Problem Solve and Make Decisions based on Evidence

Professional Learning

District

Site ⟷ Individual

Student Achievement
SY12-13 Assessment Plan

- Spring of 2012 an Assessment Committee comprised of central office staff, principals, instructional coaches, teachers and union president came together to work on an assessment plan and calendar for SY13.

- The district assessment calendar consists of summative and formative assessments.
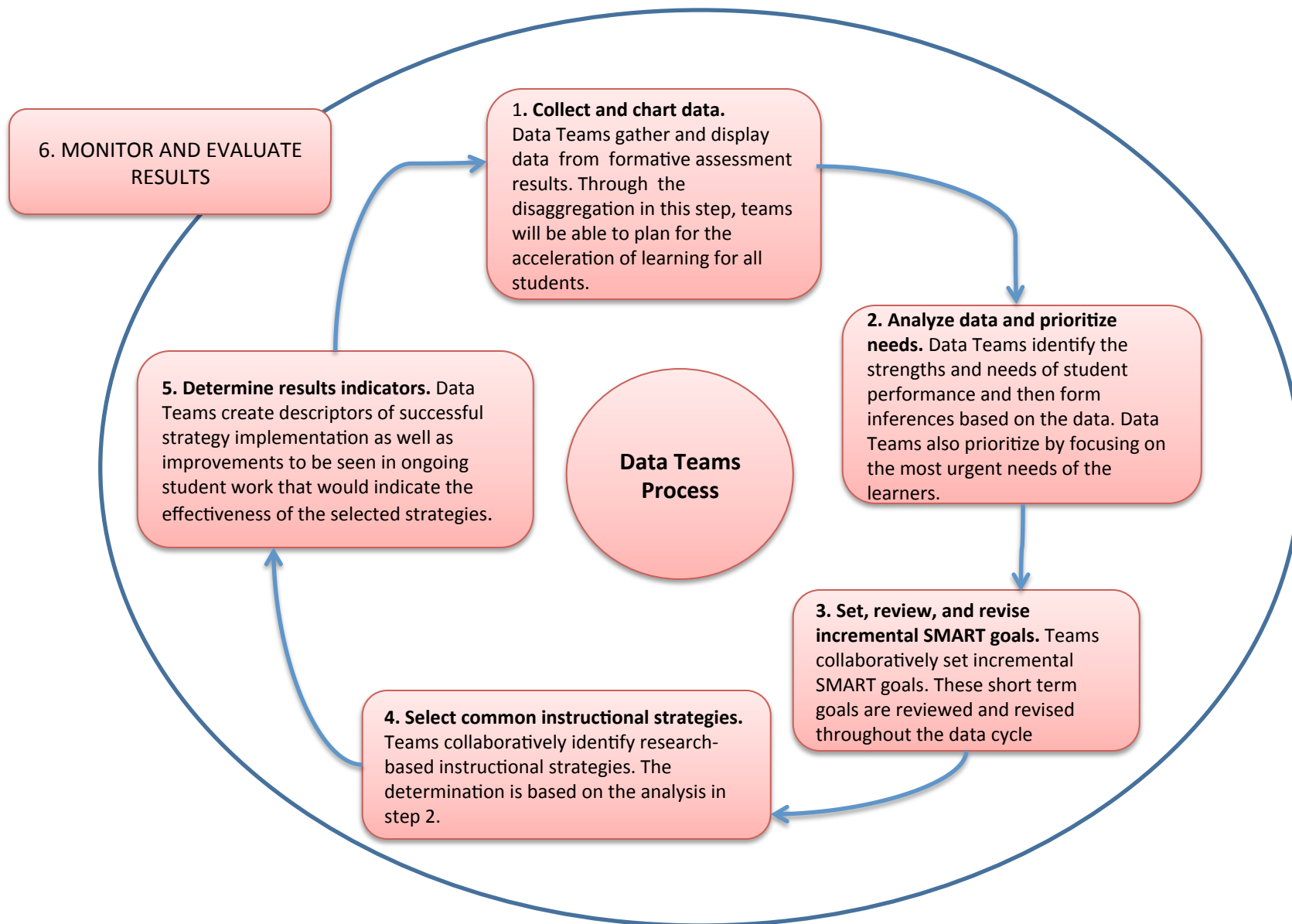
Student Achievement
SY12-13 Assessment Plan

- Outside summative assessments: MAP (3-8), ACT Explore (7/8), ACT Plan (9/10), ACT (11/12), SAT-10(1-2), ACCESS (K-12), CTE (HS), and AP/IB (HS)

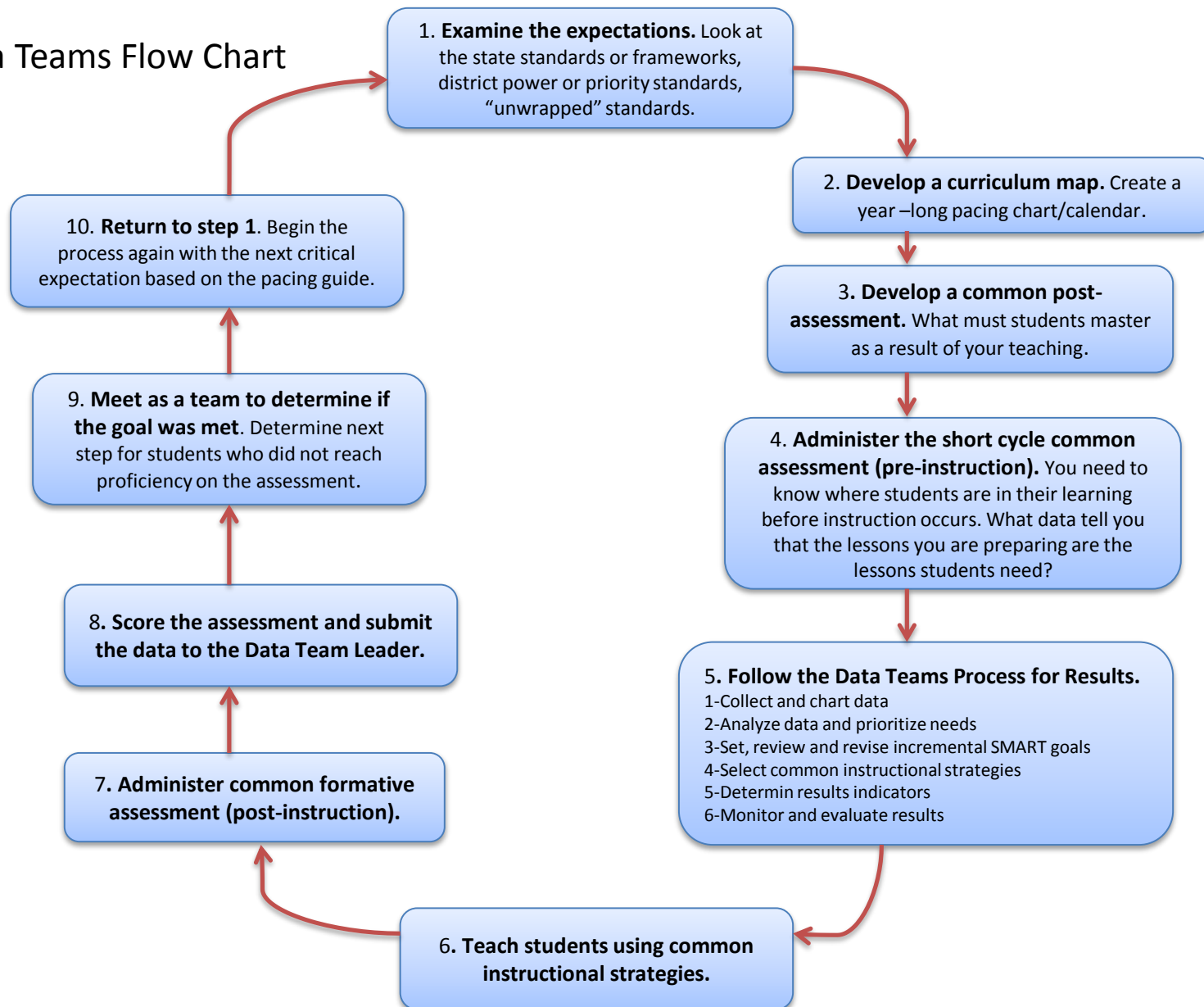- Internal Benchmark Assessments will be embedded in the Data Cycle

Data Teams
Process for Results

6. MONITOR AND EVALUATE RESULTS

1. Collect and chart data. Data Teams gather and display data from formative assessment results. Through the disaggregation in this step, teams will be able to plan for the acceleration of learning for all students.

5. Determine results indicators. Data Teams create descriptors of successful strategy implementation as well as improvements to be seen in ongoing student work that would indicate the effectiveness of the selected strategies.

Data Teams Process

2. Analyze data and prioritize needs. Data Teams identify the strengths and needs of student performance and then form inferences based on the data. Data Teams also prioritize by focusing on the most urgent needs of the learners.

3. Set, review, and revise incremental SMART goals. Teams collaboratively set incremental SMART goals. These short term goals are reviewed and revised throughout the data cycle

4. Select common instructional strategies. Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in step 2.

Data Teams Flow Chart

1. **Examine the expectations.** Look at the state standards or frameworks, district power or priority standards, "unwrapped" standards.

2. **Develop a curriculum map.** Create a year –long pacing chart/calendar.

3. **Develop a common post-assessment.** What must students master as a result of your teaching.

4. **Administer the short cycle common assessment (pre-instruction).** You need to know where students are in their learning before instruction occurs. What data tell you that the lessons you are preparing are the lessons students need?

5. **Follow the Data Teams Process for Results.**
1-Collect and chart data
2-Analyze data and prioritize needs
3-Set, review and revise incremental SMART goals
4-Select common instructional strategies
5-Determin results indicators
6-Monitor and evaluate results

6. **Teach students using common instructional strategies.**

7. **Administer common formative assessment (post-instruction).**

8. **Score the assessment and submit the data to the Data Team Leader.**

9. **Meet as a team to determine if the goal was met**. Determine next step for students who did not reach proficiency on the assessment.

10. **Return to step 1**. Begin the process again with the next critical expectation based on the pacing guide.

Internal Benchmark Assessments

- The District will have eight elementary benchmarks and six high school benchmarks.

- Every benchmark assessment is directly aligned to the Missouri Grade Level Expectations (GLEs)/Course Level Expectations (CLEs) and will measure standards that will be tested on the year-end MAP and EOC assessments.

- Every benchmark has rigor in order to measure deep levels of understanding. The benchmark assessments will be tied to the power learning targets as identified by the curriculum department.

Internal Benchmark Assessments

- Benchmarks can be used to track student progress relative to one or more years of academic growth in one year of instruction.

- Each benchmark assessment will report by district, school, teacher and student.

Monthly Assessment Reports

- Each month the assessment department will provide the superintendent a report on student growth by:

  – Grade level (district wide)

  – Building

  – Teacher

- Goal: To identify the needs early so that the district can provide support for the principals, teachers, and students. These supports will come through professional development, PLCs, increased levels of instructional interventions and supportive services as identified by the building's Student Support Team.
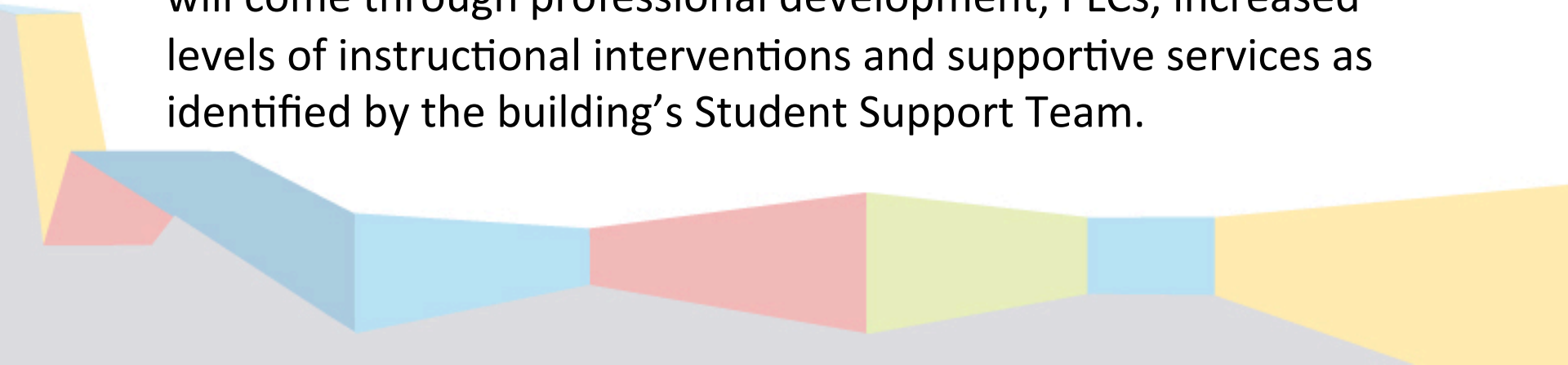
College and Career Readiness

- Counselors and core teachers will be provided ACT College and Career Readiness Workshops and College Readiness Standards Training.

- District will implement an ACT Prep program for juniors and seniors.

- Explore test will be given to all 7th & 8th graders.

- PLAN test will be given to all 9th & 10th graders.

- CTE staff will collaborate with school administration & counselors to insure that all students 9-12 are aware of and have access to CTE courses and program.
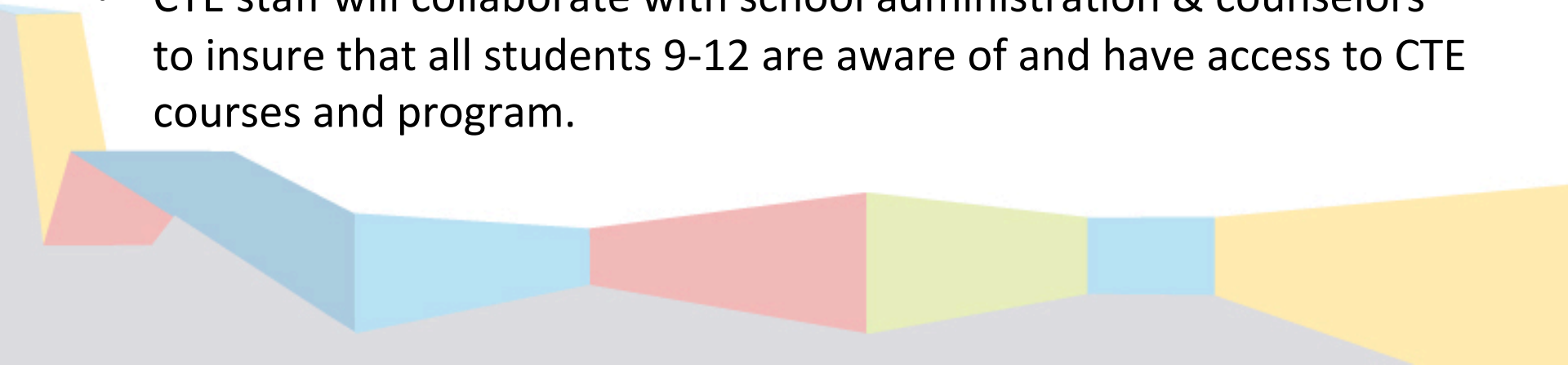
Elementary and Secondary Schools

Classroom Management and Student Behavior

- Two Alternative sites have been established and are slated to open for the 2012-2013 school year.

- PBIS will continue to be the resource for classroom management.

- All schools will be required to implement a behavior management program at each school that aligns to the Student Code of Conduct; each school will document the use of behavior data through the data team meetings.

- Individual schools will continue, as well as initiate Care Rooms for identified students with consistent behavioral issues.

- The Professional Development Department will provide professional development for administrators and teachers on Classroom Management. Some sessions that have been scheduled include Kagan and PBIS. Additional professional development will be provided to beginning and new teachers to the district.
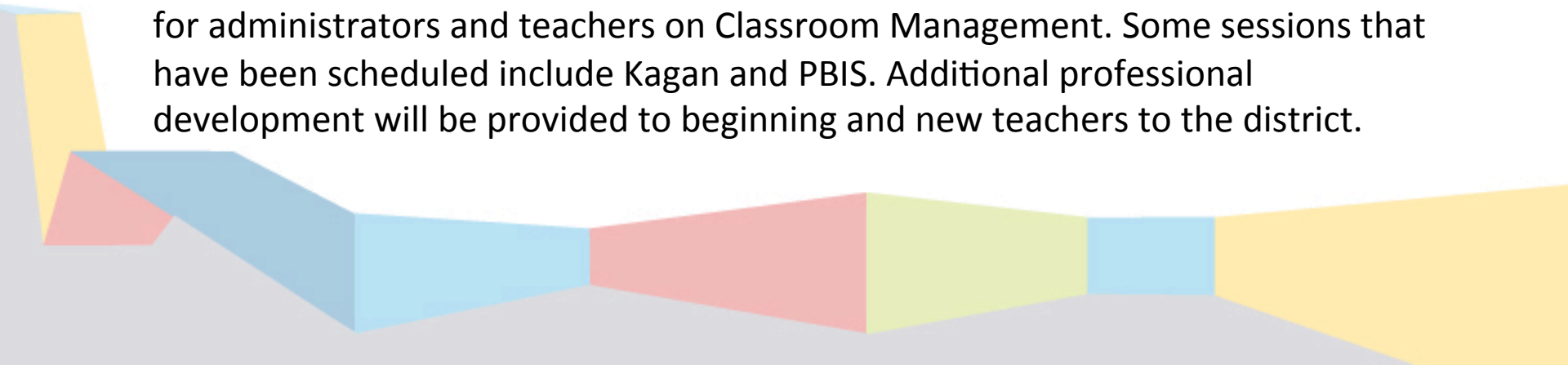
Elementary and Secondary Education

2012 Summer School Program
June 4, 2012 – June 29, 2012

Site Locations

- Gladstone – Grades 3-6, ELL and Central, East and NE populations

- Wheatley – Grades 3-6, Exceptional Ed and Senate Bill 319 (completed 4th grade)

- Paige – Grades 3-6, Central, South and West populations

- Central High – Grades 7-12

- East High – Grades 7-12 Exceptional Ed

2012 Summer School Program

- **Professional Development** - May 31, 2012 (½ day PD, ½ work day)

- **Elementary sites** – Student selection based on performance data exhibiting the greatest need in the areas of communication arts and mathematics

- **High School site** – (Grades 7-8) Student selection based on performance data exhibiting the greatest need and students who did not successfully pass 1 or more of the core classes.

- **High School site** - (Grades 9-12) Student selection based on unsuccessful performance in classes necessary for graduation. (Credit Recovery)

- **East High** – (Grades 7-12) Exceptional Education students with Extended Year (IEPs).

- **Pylons/Gifted** – Students are provided opportunities during the summer to attend the Summer Bridge Program, which was held at Gladstone, they also attended The Debate Academy for two weeks at the University of California at Berkeley, and the Education Diversity Leadership Academy and The Black Caucus Leadership Academy at University of Missouri for three and four days.
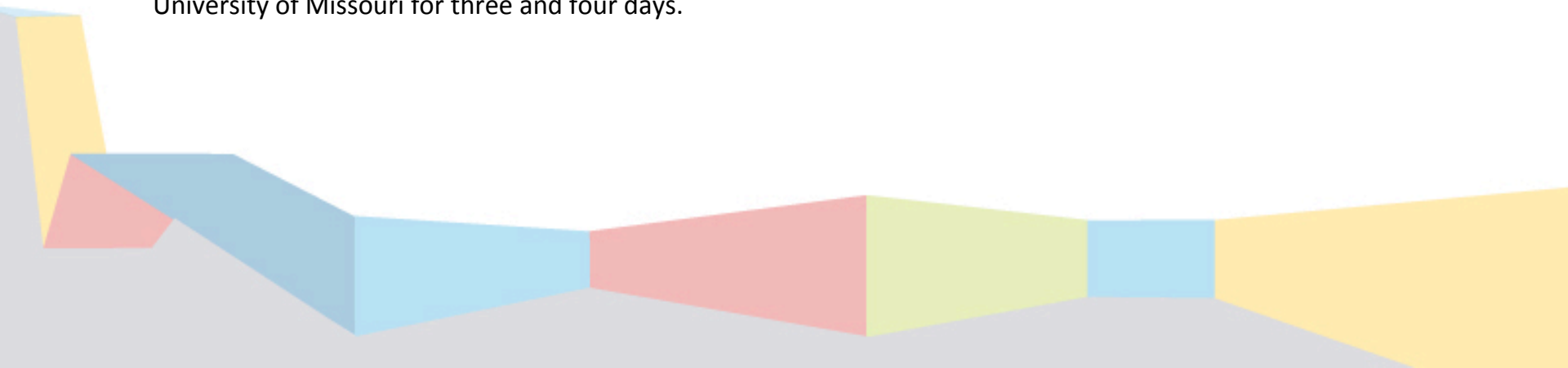
Communication Arts

Time	Area of Concentration	Resources Materials	Lesson Reference	Pre-Assessment	Post Assessment	Lesson Notes
					Week One Focus: Main Idea and Details	
7:30	Comm Arts Whole Group	Reading Street TE: Gr4 Unit 2, Vol.2 + Gr4 First Stop	Customize Literacy Mini-Lesson: U2, V2: pgs CL10-11 + First Stop: pg 164	Acuity C results for R1Hb	Grade 3 Unit 2 Benchmark Test Passage 2 Items 10, 11, 12, 13, and 15	Days 1-4, the lesson will consist of 4 mini-lessons. Day 5 should be an engaging review followed by the test. Focus on the relationship between the main idea and supporting details and identifying those details that support the main idea vs those that don't.
8:00	Comm Arts (Small Group 1)	Reading Street Unit 2, Vol.2 TE	Resources include: Reading Strategy Prompts: pgs CL14-15; Good Reader Behaviors CL28-31	Individual DRA results + Reading Competencies Checklist	Reading Competencies Checklist completed by summer school teacher	Use the individual DRA2, Acuity C and Competencies Checklist to plan instruction for each small group. The lessons will focus on the most critical needs for each student in the areas of reading behaviors, fluency, strategy use and reading comprehension skills.
8:30	Comm Arts (Small Group 2)					When not working with you in a small group, students can be assigned activities such as: independent/partner reading of the leveled reader, decodable reader or trade book, create a story map or graphic organizer related to the text, sight word or vocabulary flashcards, Fresh Reads for fluency, writer's notebook , Successmaker/Imagine Learning
9:00 AM	Comm Arts (Small Group 3)	Fresh Reads for Fluency Gr4	Fluency practice and comprehension questions pgs 25-26, 55-56 and/ or 139-140			Possible Writing Prompts: Give students a main idea statement and have them use it to write a paragraph. Write about one thing you do to help around the house. Use a main idea statement and supporting details to explain what you do.
9:30	Comm Arts (Review and Discuss)	Reading Street Unit 2, Vol. 2 TE	Conversation Starters for reviewing Main Idea & Details: pgs CL33			Review activities should be brief, review main idea and details, and be completed using high participation strategies. Examples include team review games, group brainstorming, exit tickets, scavenger hunts for information from peers, carousel, inside/outside circle, numbered heads together, peer/partner work, etc.

Mathematics

			Week One Math Focus: Place Value, Addition, and Subtraction			
23:30	Math (Whole Group)	Math Around the Clock	Unit 1, day 1 – 5 Instructional Activities	Acuity C Data Math Competencies Checklist	Unit 1 assessment	Conceptually based instructional lessons are provided for each math concept. These detailed lessons supply structured support and essential content information for teachers.
12:00 - 1:15	Math (Small Group)	Read It, Draw It, Solve It	Teacher Choice			Read It, Draw It, Solve It - Teacher will reproduce appropriate page or two for students to complete. Students will integrate reading and writing with problem solving strategies. Students will read the question, illustrate their reasoning, and write about their reasoning. This should be about a 7-8 minute process. Then the class can have a discussion and a few students can share various strategies on how they solved the problem. The discussion will last 7-8 minutes.
		Math Around the Clock-Problem of the Day (POD)	Unit 1, POD- #1 - 10			The Problem of the Day Activities can be used as a warm-up before instruction or as reinforcement and practice after the lesson is introduced. They are designed to encourage students to think about and discuss mathematics concepts through challenging problem-solving situations.
		Math Around the Clock	Lesson Practice			Lesson Practice pages provide teaching examples and practice exercises for each lesson. The lessons on the practice pages are designed to extend the understanding from the Instructional Activities to paper-pencil recording. Additional Practice pages exist for each lesson which provide additional classroom extensions and homework opportunities.
		Math Around the Clock	Math Games			Games are to reinforce and practice skills to compliment the Math Around the Clock Curriculum. The Classroom 96 Card Set Game is for the entire class to be involved with the teacher as the lead. The Scott Foresman games are for smaller groups of students to play. *Other math games may be used at teacher's discretion such as Marilyn Burn's games, or games from Investigations that promote thinking skills and reinforce problem solving at the appropriate grade level.
1:15	Math (Review and Discuss)					

Questions and Answers

Office of Student Interventions

Office of Student Interventions

Vision: That all schools will have the social supports and resources available to improve academic success.

Mission: To increase attendance and graduation rates and decrease dropout and truancy rates.

Accomplishments
2011-2012

Office of Student Interventions

- Grant writing services have been secured and three grants have been written since April.

- District schools have been divided into four zones. A meeting is scheduled in mid-July with community organizations, faith-based institutions and non-profits to inform and engage support.
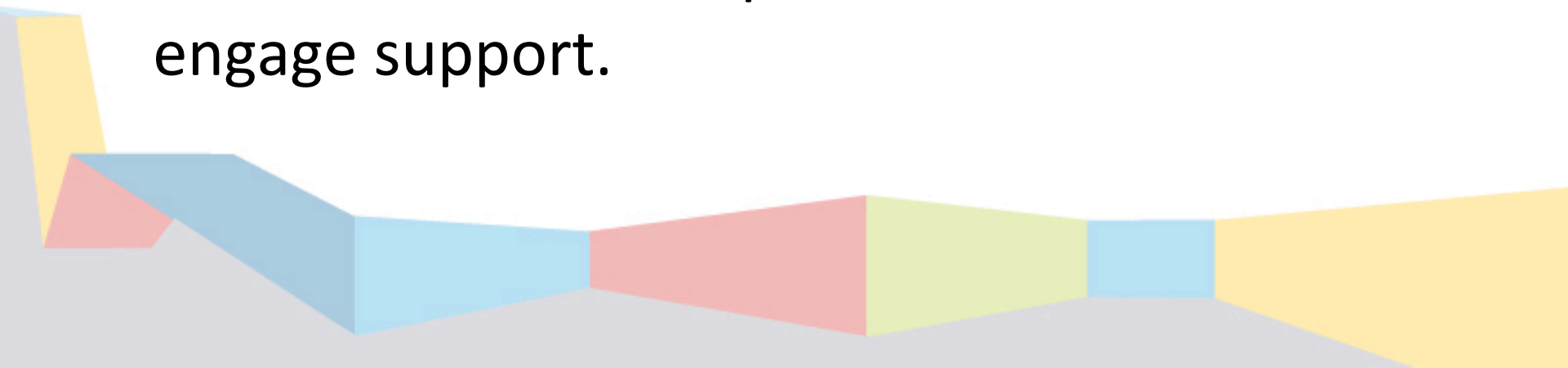
Truancy

- Day Curfew City Ordinance (#120180) approved by the City Council. Will take effect August 15, 2012.

- Attendance/Dropout specialists will have completed 375 home visits by June 30.

- A matching grant for $10,000 was approved by Jackson County COMBAT to subsidize one Youth worker for a Success Court to be established at Northeast H.S. in September.
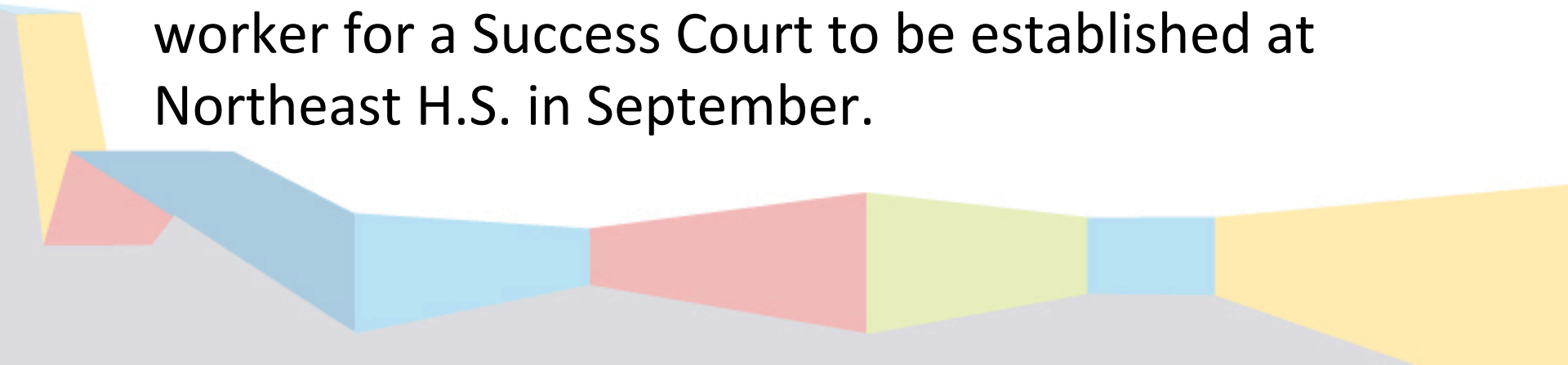
Dropout Recovery

- Phone bank implemented on June 1. Operational Monday-Friday from 4 – 7 p.m. with assistance from community volunteers and OSI staff members.

- 1,454 dropouts identified in 2011-12 school year.

- More than 3,000 calls to homes by volunteers and OSI team members.

- 800 recoveries in SY11-12. These students have been identified as attending other schools.
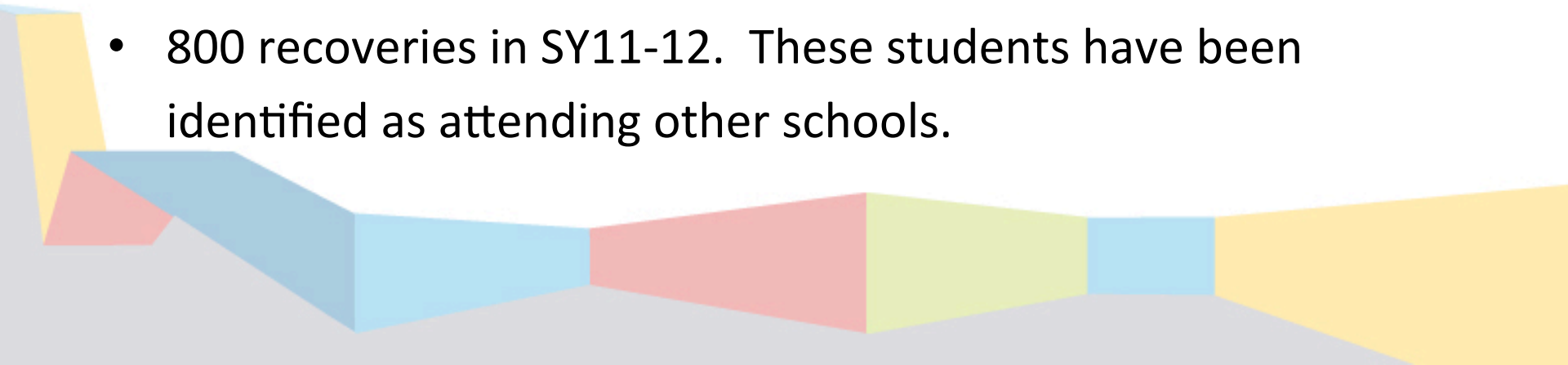
Dropout Recovery (con't.)

- OSI has formed partnerships with surrounding school districts.

- MOSIS report updated to reflect the exit status for recovered dropouts.

- Four members of OSI staff will attend a Dropout Summit in Jefferson City in late June.

Attendance Efforts

- Internal committee formed to review and edit current district attendance/graduation policy. Additional input will be gathered from DAC and AFT representatives.

- Office of Student Interventions team members trained on the new TYLER data system.
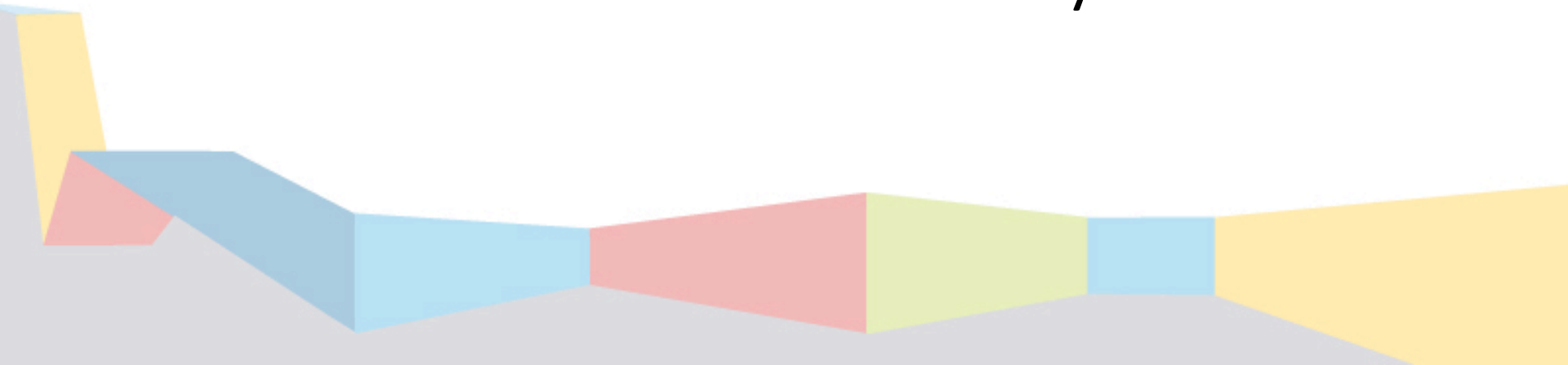
Social Workers

- Three new social workers have been hired since April 2012.

- Meetings with community partners have been scheduled.

- Community partners have provided 4 committed social workers with an additional 8 more possible.

- Professional development training is ongoing.

- OSI team members have met with high school principals to improve communication and develop relationships.

Office of Student Interventions

Implementation Plan Update 2012-2013

Student Achievement

- Social workers will meet with Mayor's Office staff regarding the City's reading initiative.

- Parent forums will be conducted in conjunction with KCPS Parent University.

Classroom Management and Student Behavior

- Develop and implement intervention strategies.

- Create opportunities for intern social workers to conduct their practicum in KCPS schools.

- Social workers to complete Community Resource manual for parents/students.
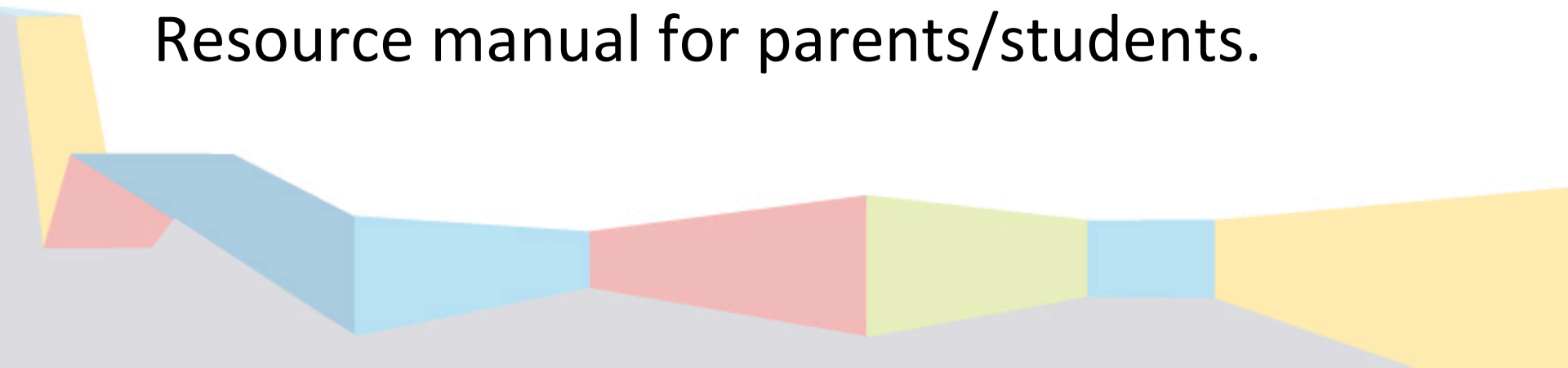
Classroom Management and Student Behavior

- Social workers to develop and implement extensive intake assessment process.

- Create theme-related student support groups at schools (i.e. gangs, teen pregnancy, substance abuse, etc.)

Student Attendance and Dropout Prevention

- Conduct aggressive daily attendance monitoring at every school.

- Make daily home visits where appropriate.

- Attendance Work Group meeting to monitor dropout recoveries.

- Facebook page designed to communicate and reach out to dropouts.
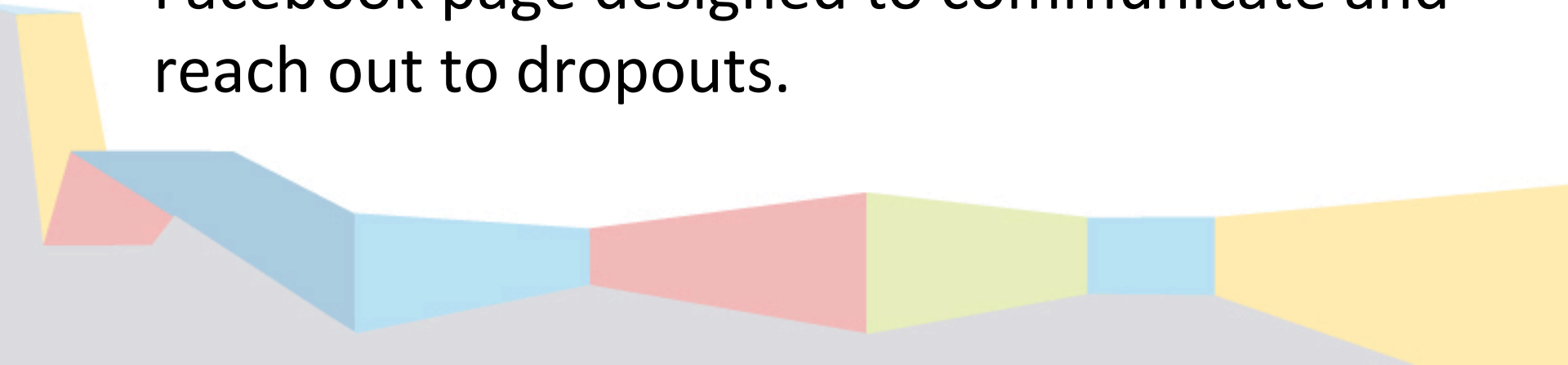
Student Attendance and Dropout Prevention

- Implement Success Court program at Northeast High School in September 2012.

- Hire Youth Worker for Success Court Project in August 2012.

- Apply for COMBAT Match grant 20K in Dec. 2012.

- Truancy sweeps will be conducted various times throughout the school year.
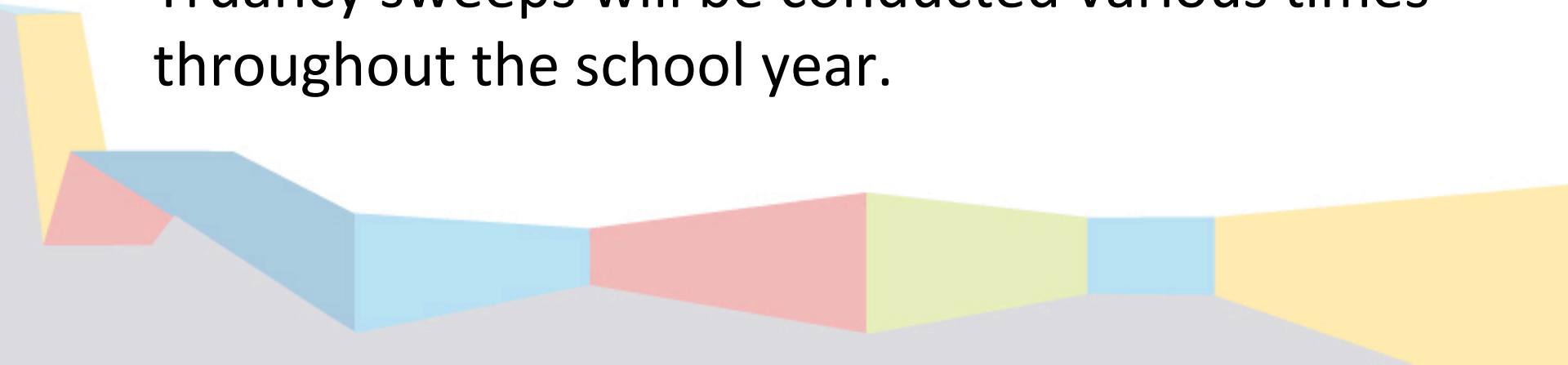
Student Attendance and Dropout Prevention

- OSI will meet with IT to develop a customized attendance/dropout reporting and monitoring system.

- Reports will be used for OSI team members to aggressively identify students before they reach the 80% below attendance.

- Meet with participating school districts on September 6, 2012.
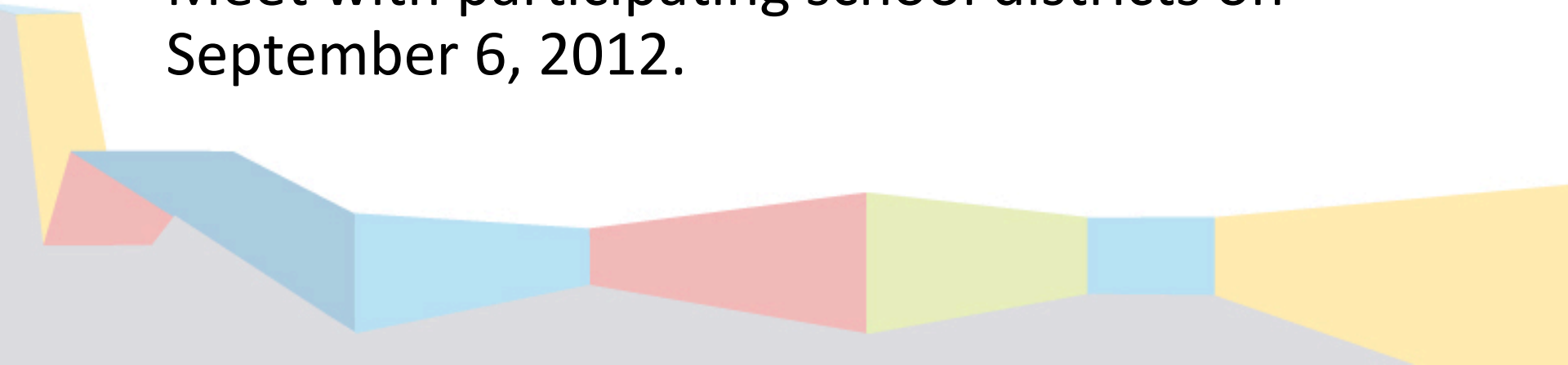
Communications and Community Engagement

Student Achievement

- Read to Win (Reading Attendance Program) with the Kansas City Chiefs, Hy-Vee and Procter & Gamble.

- Transformation Fridays.

- Scholar Superstars Recognition.

College and Career Readiness

- Make It Better Campaign is a multi-pronged program that raises awareness among the community and students that KCPS' accreditation status is not an impediment to students earning a high school diploma and attending the college or university of their choice.

Classroom Management and Student Behavior

- Back to School, Back to Health – Partnership with Heart to Heart International.

- Office of Public Relations and Marketing is developing an information piece that informs parents and students about the changes in the district's attendance policy.
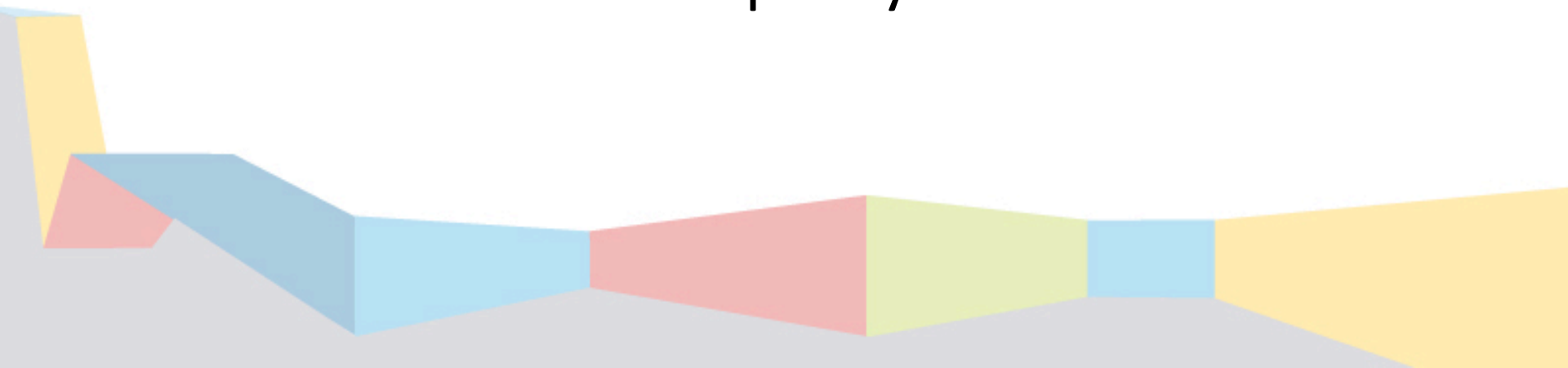
Game of Choice
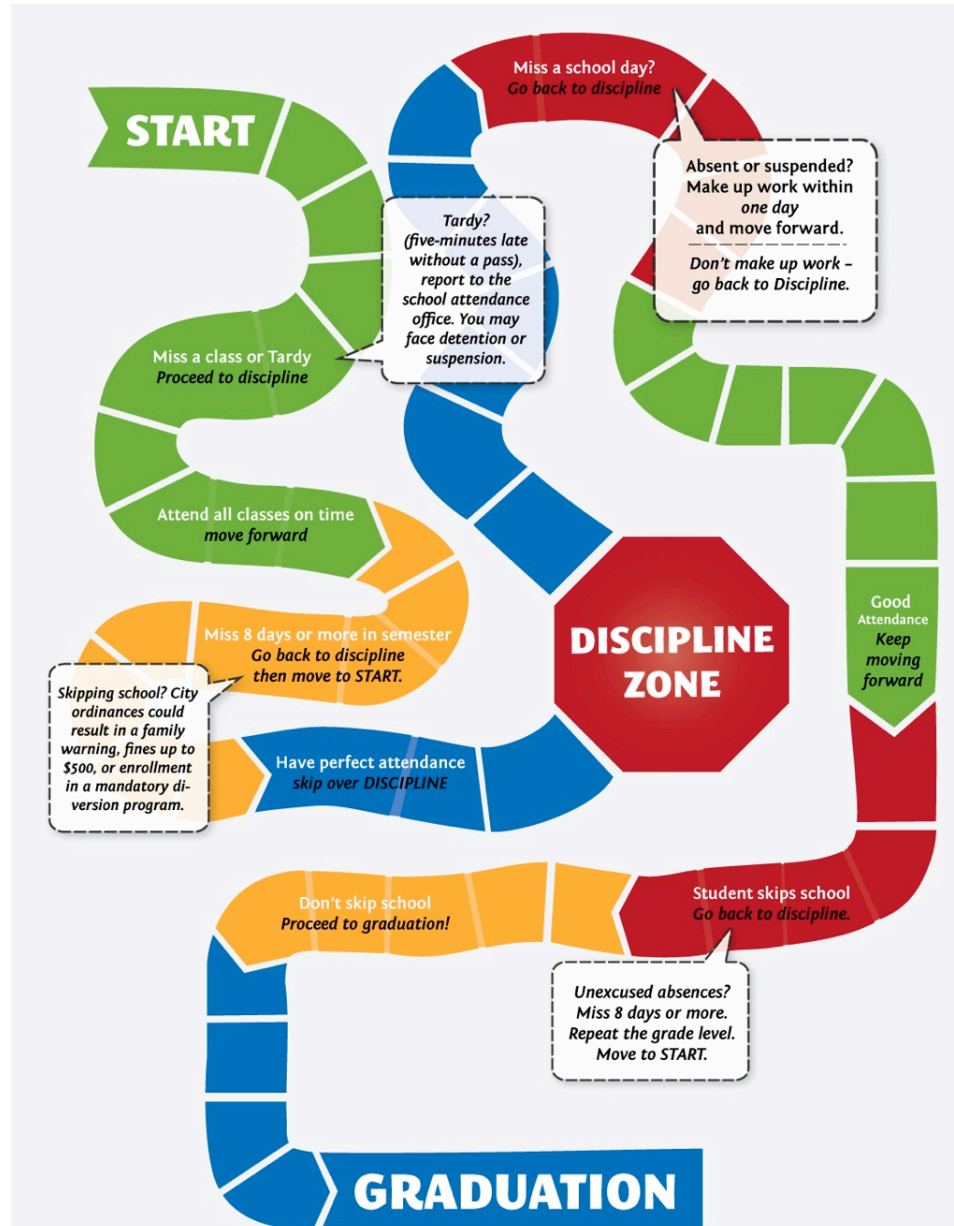
Student Attendance and Dropout Prevention

- Project CHOOSE is a multi-pronged effort to encourage increased student attendance and dropout prevention.

- Developing an incentive program that recognizes and rewards good attendance at each school.

Human Capital Management

- The Employee Zone is a new KCPS employee Intranet that includes easy-to-use information about new hires, a message board, newsletter and featured information designed to keep the employees informed about their district.

Questions and Answers

Student Support and Community Services

Office of Student Support

The OSSCS encompasses many departments and programs including:

- Student Enrollment
- Student Discipline
- McKinney-Vento (homeless)
- Student Records
- Health (Nursing) Services
- 21st Century Community Learning Center
- Parent University – Family Store
- Athletics
- SDAC (School District Administrative Claiming)

Accomplishments
2011-2012

Office of Student Support

- Alternative Schools "Success Academies" Implemented.

- Reestablished centralized admissions department.

- Continued outreach of services provided to district's homeless students.

- Establishment of Parent University and Family Store.
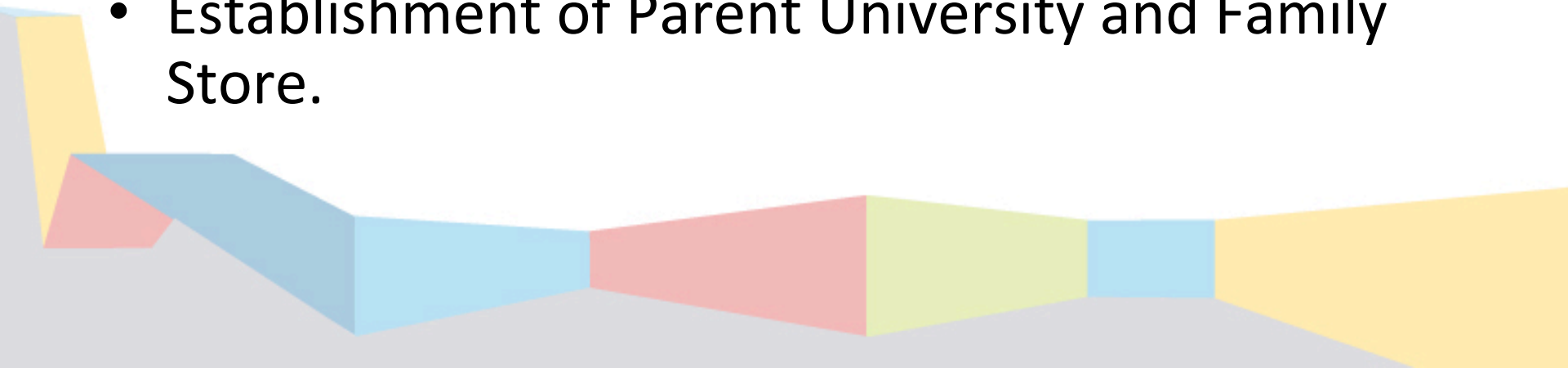
Discipline Infractions
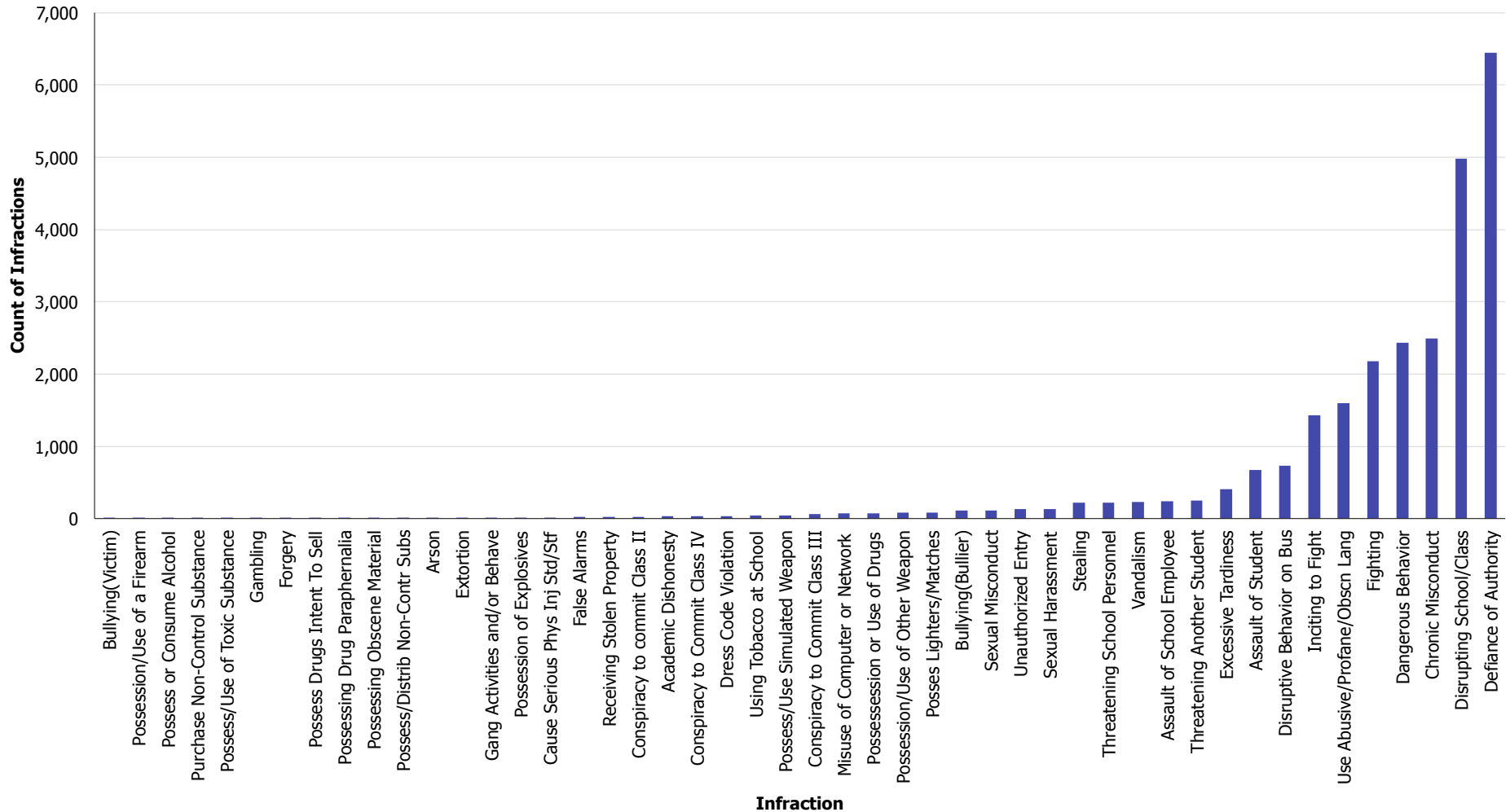
Discipline Responses
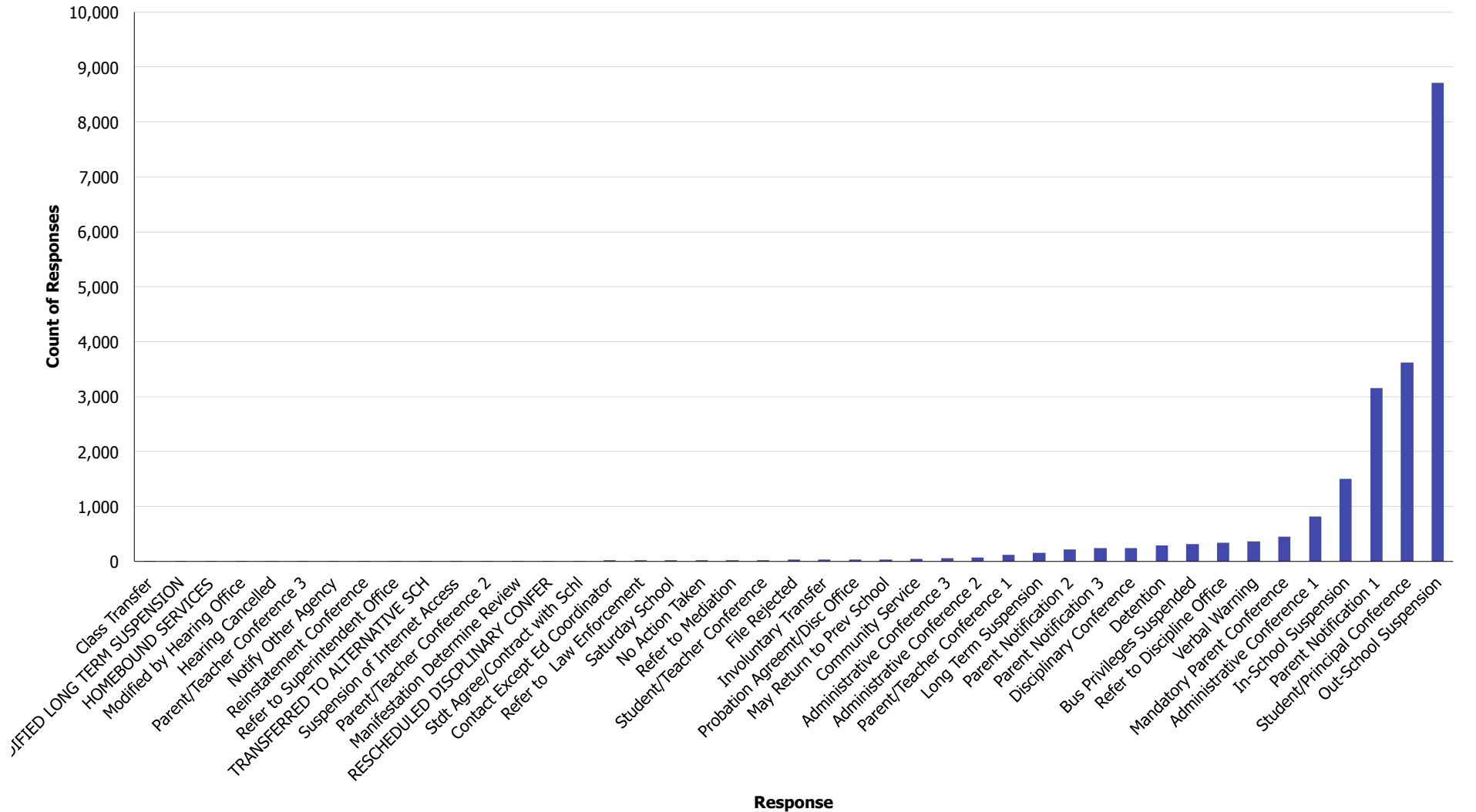
Referrals to Discipline Office

School	# of Referrals
Ace @ Manual	17
Ace @ Northeast	2
Attucks	6
Banneker	2
Border Star	3
Carver	2
Central	35
East	33
Faxon	3
FLA	8
Garcia	1
Garfield	2
Melcher	7
Gladstone	1
Hartman	1
Holliday	5
King	20
Lincoln	3
Northeast	23
Paige	6
Paseo	1
Phillips	1
Pitcher	4
Rogers	5
SWECC	53
Trailwoods	4
Troost	13
Weeks Alternative	3
Wheatley	2
Whittier	2
Total	**268**

Family Store

Location	Schools	Referrals	# of Students	# of Homeless Students
	High Schools			
1100	Central	25	32	2
1220	Lincoln College Prep			
1340	Northeast	1	1	
1400	Paseo			
1520	Southwest Early College			
1580	East	3	3	
	Elementary Schools			
4060	Attucks	16	34	4
4290	Carver			
4300	Border Star			
4310	Trailwoods	7	8	
4330	J.A. Rogers	8	15	4
4350	Foreign Language	4	9	
4420	Faxon	7	12	
4460	Garfield	11	23	1
4500	Gladstone	14	25	
4580	Hartman	9	16	2
5450	Holliday	4	5	
4700	James	3	6	
4750	King/Weeks	11	20	
4880	Longfellow	27	52	
5020	Melcher	10	18	
5200	Phillips	11	17	7
5240	Pitcher	12	11	
5430	Paige	10	37	
5440	Banneker	10	21	
5580	Troost	1	4	
5630	Garcia	12	19	2
5660	Wheatley	16	28	
5700	Whittier	7	17	1
	Derrick Thomas			5
	Pathways/UCLA			5
TOTAL		239	433	33

Students in Transition Logistics 2011-2012

- The Office of Students in Transition (McKinney-Vento EHCY program) aims to mitigate the effects of residential instability through the identification of homeless children in schools and the provision of services, including expedited enrollment, transportation to school, tutoring, and mental and physical health referrals.

- The OST is comprised of a program coordinator, 2 case managers, and 2 parent involvement paraprofessionals.

Students Served in District: 945

Students Served out of District: 133

Total Students Served: 1078

Office of Students in Transition
(McKinney-Vento)

Schools Attended (In District)	Number of Students
Spec. Ed	1
Border Star	3
Carver	3
Holiday	6
Garcia	10
James	10
FLA	12
Trailwoods	13
Lincoln Prep	15
Faxon	16
Ace Programs	16
Pitcher	17
Rogers	18
Whittier	23
Paseo	24
Gladstone	25
Unknown	26
Banneker	29
Garfield	29
Troost	29
Attucks	31
Hartman	31
Longfellow	39
Wheatly	44
King	45
East	46
Phillips	49
Melcher	52
Southwest	62
Central	72
Northeast	75
Paige	74
Total	945

Homeless Students Distributed in District

Legend:
- Spec. Ed
- Border Star
- Carver
- Holiday
- Garcia
- James
- FLA
- Trailwoods
- Lincoln Prep
- Faxon
- Ace Programs
- Pitcher
- Rogers
- Whittier
- Paseo
- Gladstone
- Unknown
- Bannecker
- Garfield
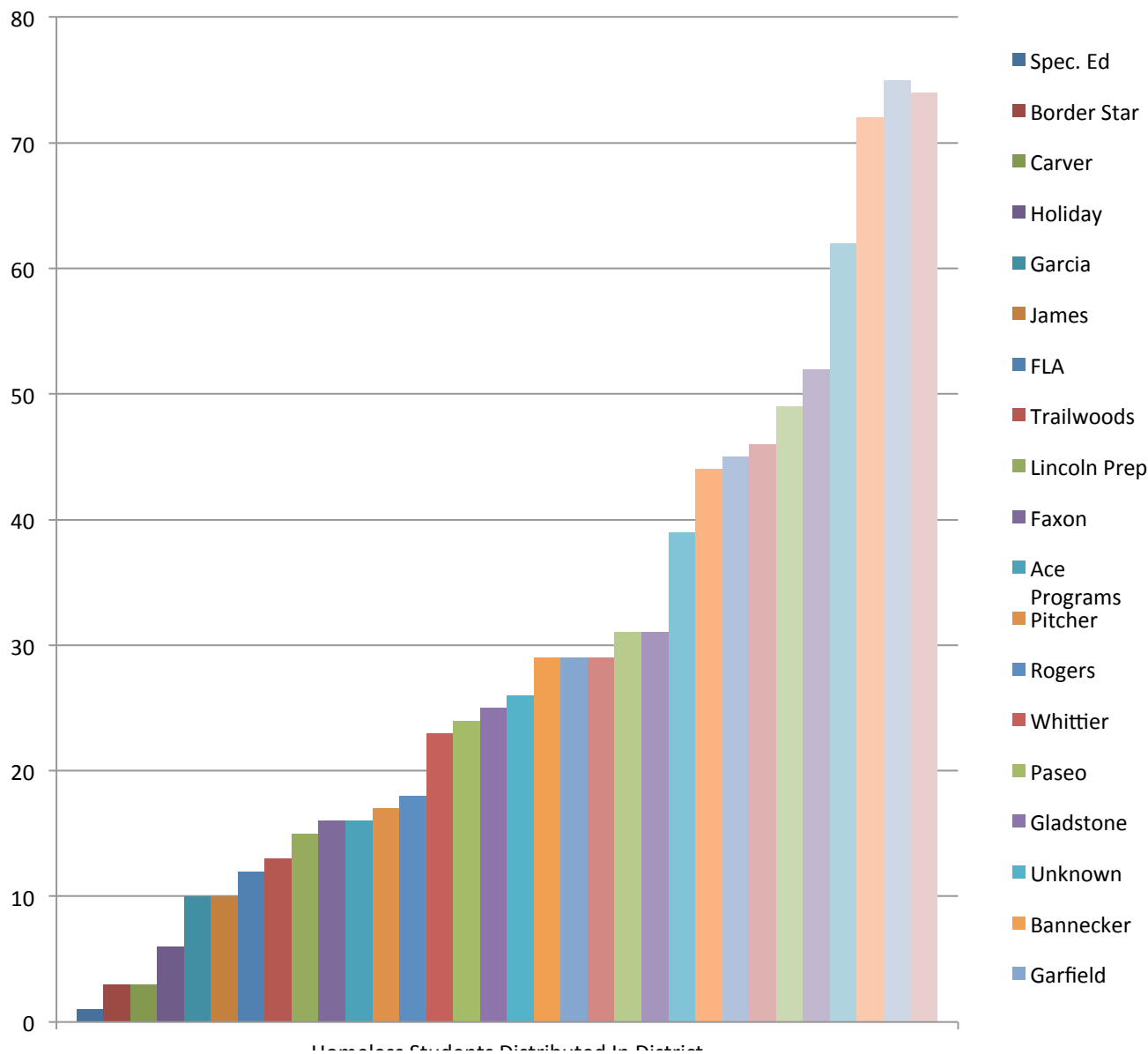
Students Out of District

Schools Attended (Outside District)	Number of Students
North Kansas City	49
Raytown	43
Independence	39
Hickman	27
Kansas City KS	20
Grandview	11
FT Osage	8
Center	7
Blue Springs	5
Lee's Summit	5
Lone Jack	2
Belton	2
Raymore Pec	2
Park Hill	1
Shawnee Mission	1
Liberty	1
Oak Groove	1
Kerney	0
Grain Valley	0
Turner	0
Bonner Springs	0
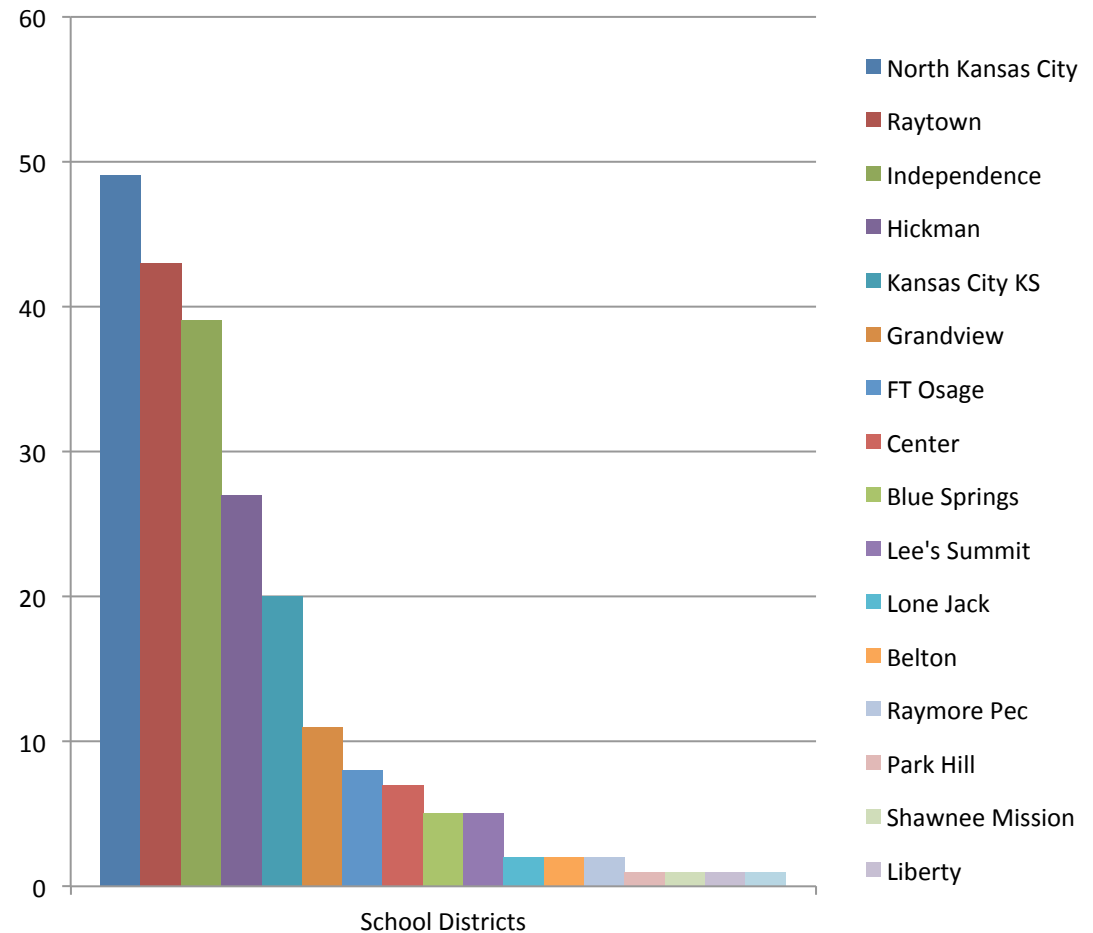
Homeless Students' Residence

Students Address	Shelter	Number of Students
101 W Linwood	Salvation Army - Children's Shelter	44
1310 Wabash	City Union Mission Ctr.	86
2005 NE Parvin Rd.	Synergy	17
3350 E. 77tH St.	Rose Brooks	34
4012 Troost Ave	Community Link	15
660 Brooklyn Ave	New House	28
918 E 9th St	Restart	64

Most Populated Shelters

Legend:
- Salvation Army, Childrens' Shelter
- City Union Mission Ctr.
- Synergy
- Rose Brooks
- Coumminty Link
- New House
- Restart
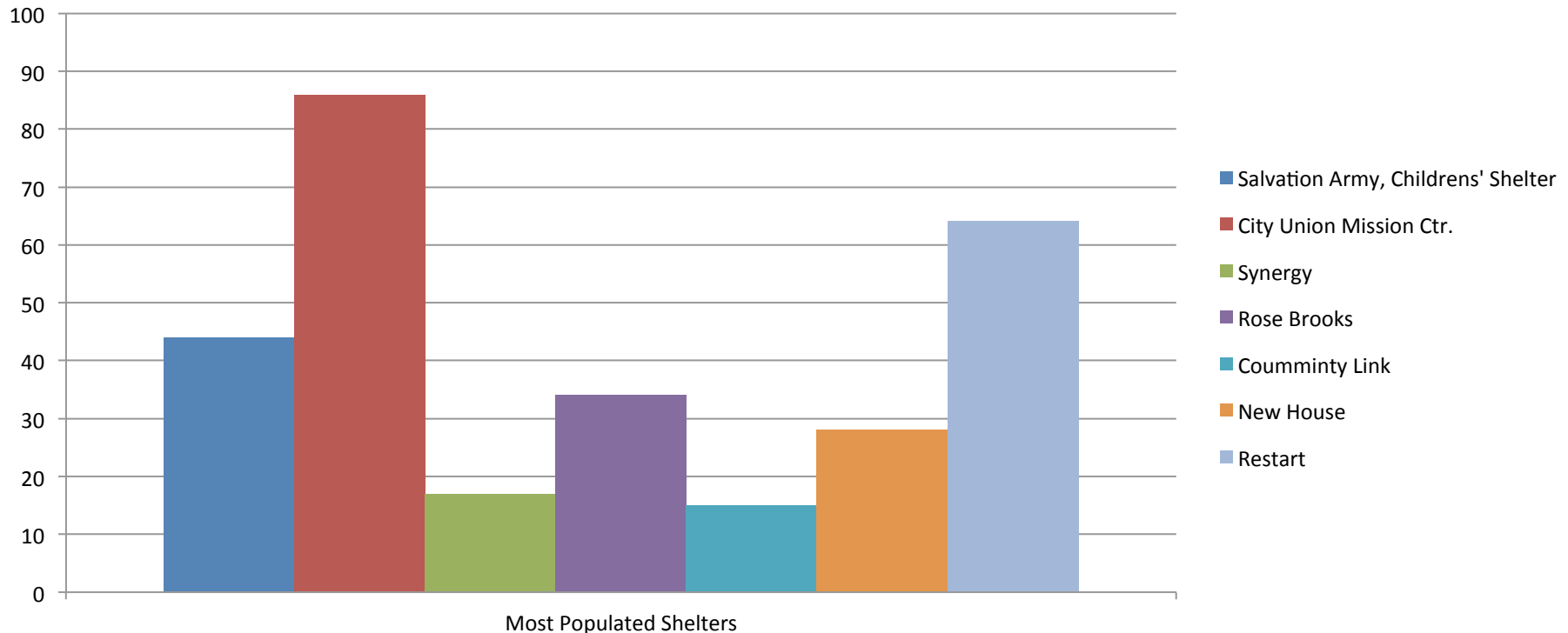
Students' Status

Status	Number of Students	Percentage
Doubled Up	641	0.588613407
Shelter	426	0.391184573
Other	11	0.02
Transitional	4	0.003673095
Foster	5	0.004591368
Motel/Hotel	2	0.001836547
	1089	

Students' Status
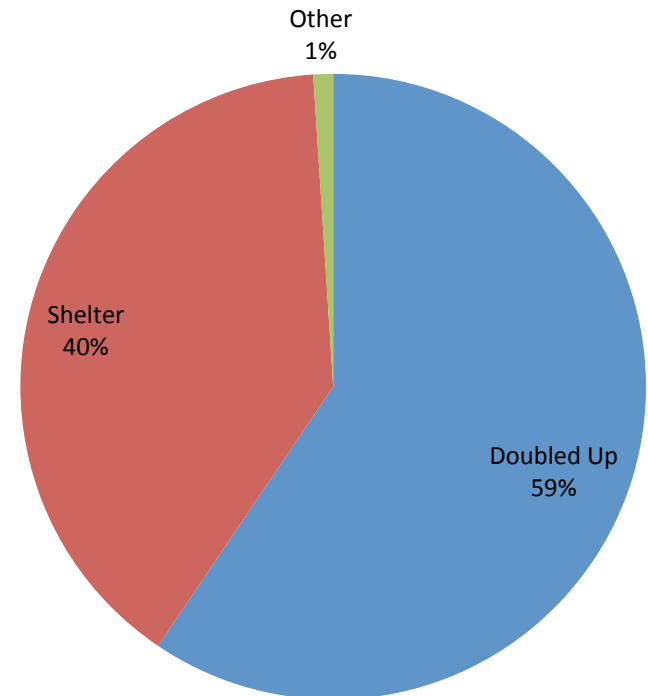
Services Received

Month	Number of Students that Received School Supplies	
Sept.	10	
Oct.	23	
Nov.	21	
Dec.	22	
Jan	61	
Feb	45	
Mar	43	
Apr.	12	
May.	11	
	248	
Month	Number of Students that Received Uniform Supplies	
Aug.	18	
Sept.	57	
Oct.	53	
Nov.	19	
Dec.	27	
Jan	72	
Feb	46	
Mar	56	
Apr.	18	
May.	10	
Total:	376	
	Food Pantry Services	
Month	Number of Students that Received Food	Value of the Food
Aug.	0	0
Sept.	8	$176
Oct.	13	$94
Nov.	2	$20
Dec.	14	$136
Jan	21	$325
Feb	6	$45
Mar	10	$125
Apr.	2	$20
May.	0	$0
Total:	76	$941

Health Services
Partnership with Big Smiles

Location name	District	Exams	Cleanings	Sealants	Fillings	Extractions	Other	Referrals	# of Patients	grant
African Centered Collegium Lower	KCMO 33	121	121	154	95	12	0	12	156	3
Attucks Elementary	KCMO 33	123	122	114	85	4	6	27	163	10
Benjamin Banneker Elem.	KCMO 33	46	46	39	27	0	0	3	46	3
Foreign Language Academy	KCMO 33	141	158	133	114	4	0	23	189	15
George Washington Carver	KCMO 33	123	121	116	60	0	1	22	133	16
James Elementary	KCMO 33	74	74	47	35	3	0	13	81	6
John T Hartman Elementary	KCMO 33	134	130	174	97	11	2	30	185	19
King Elementary	KCMO 33	54	45	56	17	1	2	7	66	4
Longfellow Elementary	KCMO 33	9	9	12	0	0	0	1	9	0
Phyllis Wheatley Elementary	KCMO 33	104	104	74	38	4	1	18	123	11
Pitcher Elementary	KCMO 33	54	54	50	21	2	0	5	54	0
Satchel Paige Elementary	KCMO 33	117	115	87	79	10	5	20	143	7
Troost Elementary	KCMO 33	131	130	61	77	2	0	21	155	12
Weeks Elementary	KCMO 33	51	51	78	20	1	0	6	57	5
Wendell Phillips Elementary	KCMO 33	183	182	174	263	5	0	26	238	18
Whittier Elementary	KCMO 33	105	96	146	96	3	3	18	140	9
TOTALS		**1570**	**1558**	**1515**	**1124**	**62**	**20**	**252**	**1938**	**138**

Implementation Plan Update 2012-2013

KANSAS CITY
PUBLIC SCHOOLS

Student Achievement

Parent University

- MAP Readiness workshops scheduled to commence in the Fall of 2012 to assist families in preparing their children for the MAP.

- Working with the IT department to launch the Parent Portal for the new student information system. Parents will be able to communicate with teachers, review grades, attendance, test scores, etc. (Jan./Feb. 2013)

  - Parents without Internet access or limited computer skills are encouraged to attend Parent University trainings and to use district computers.

Student Achievement and Attendance
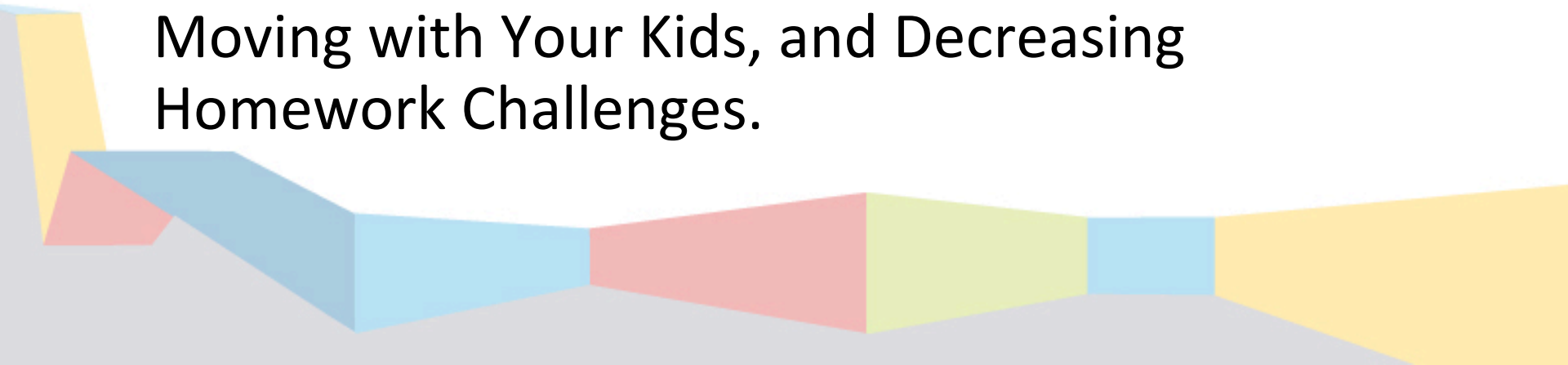
McKinney-Vento (homeless) Services

- Currently working with the Jackson County Prosecutor's Office and Historic East Neighborhood Coalition in developing an action plan to utilize rehabilitated structures to provide housing assistance to unaccompanied youth.

- Will continue to utilize McKinney-Vento grant and Title I funds to remove the barriers to education for homeless students thereby increasing student achievement and attendance.
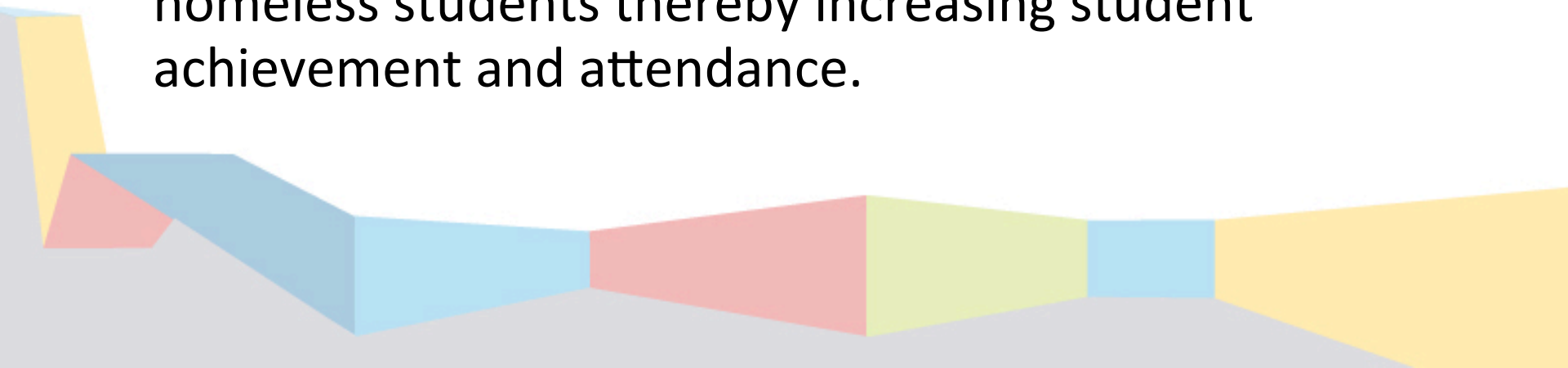
Student Achievement and Attendance

Parent University

- Currently developing a course syllabus to provide additional workshops and course instruction to parents of KCPS students.

- Scheduling workshops on a range of topics, including Cyber Safety and positive Social Media topics, Positive Discipline Enforcement, Get Moving with Your Kids, and Decreasing Homework Challenges.

Classroom Management and Student Behavior

Discipline

- Students facing long-term suspensions may be referred to the Success Academies (the district's alternative schools) to continue receiving educational services thereby increasing student attendance and decreasing the number of dropouts.

- The number of short-term and long-term suspensions will decrease as students will be referred directly from their principals to the Admissions Committee for possible placement into the Success Academies.

Student Attendance and Dropout Prevention

Health Services

- For the SY13 school year, the Kansas City Public Schools will continue to employ a full-time registered nurse (RN) in every school.

- We've entered into a Memorandum of Understanding with Research Medical Center to provide six (6) to eight (8) (per rotation), student nurses in the Baccalaureate and Master Degree Programs to present informational classes regarding general health and hygiene and provide health screenings to all students in the district.
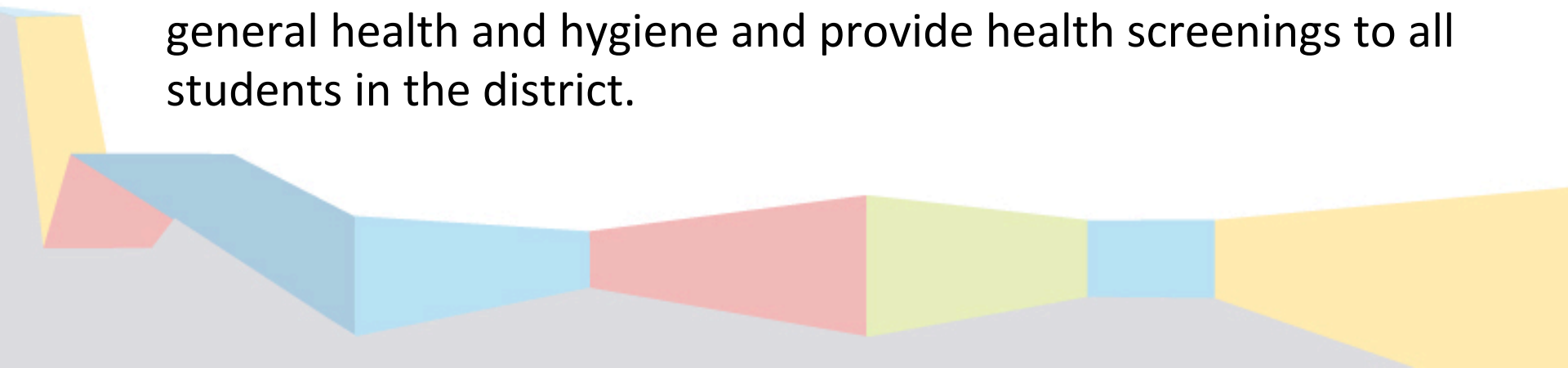
Student Attendance and Dropout Prevention

- Partnerships with community groups, agencies, and sponsors will increase.

  - Big Smiles Memorandum of Understanding – providing comprehensive dental care to district students.

- Working with Research Medical Center and UMKC to provide a more robust school-based clinic supported by physicians and nurse practitioner providers. The physician champion (board certified OB/GYN) would like to provide targeted educational services (e.g. live classroom discussions and handout material) to students in addition to providing medical services/screening to them. Target student population: at-risk female students grades 5th, 7th, and 10th.
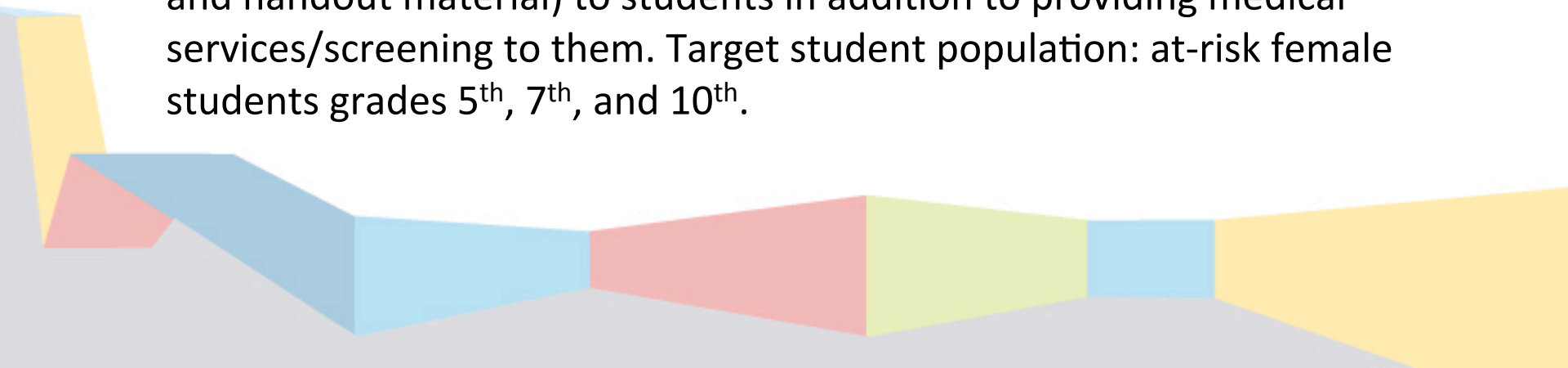
Questions and Answers

Business and Finance Operations and Technology

Business, Finance, Operations and Technology

These departments have come together to work more collaboratively to help increase student achievement, assist in regaining district accreditation, and work to improve efficiency.

Accomplishments
2011-2012

KANSAS CITY
PUBLIC SCHOOLS
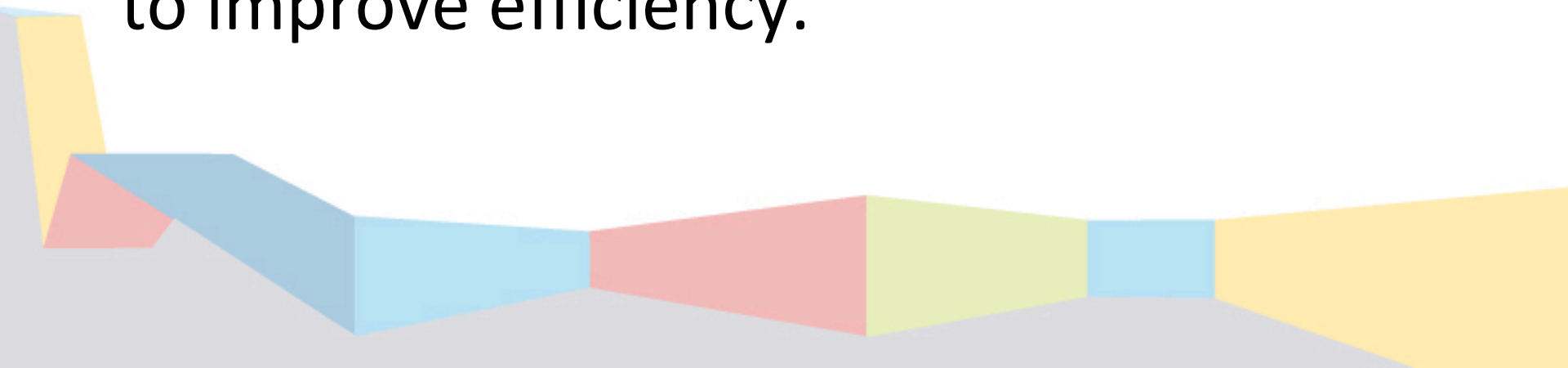
Budget

- District maintains financial stability.

- District has a balanced Operating budget for FY12.

- District approved a balanced budget for FY13.

- Conducted budget reviews with budget holders including school principals to ensure funds were expensed timely and within their budgeted allocation.

- District maintained an operational fund balance to cover two to three months of expenses.

- District has a debt ratio of less than 2 percent.

- District has set aside additional funds for reserve for future obligations.

Procurement

- Revised and implemented Procurement procedures
  - Procurement Procedures Summary
  - Re-established weekly Procurement & Contract (P&C) Meetings
  - P&C Information Form
  - Emergency Justification Form
  - Sole Source Justification Form
- Increased Supplier Diversity Participation
  - Partnered with Metropolitan Community College (MCC) – one-on-one procurement sessions with diverse suppliers.
  - Member of Mid-America Minority Supplier Development Council (MAMSDC).
  - Awardee – MAMSDC Business Opportunity Fair for new contract with M/WBE (MO. Office Systems).
  - Sponsored/Hosted MBEIC (Minority Business Enterprise Input Committee) 3rd Thursdays networking event for MBE and Corporations.
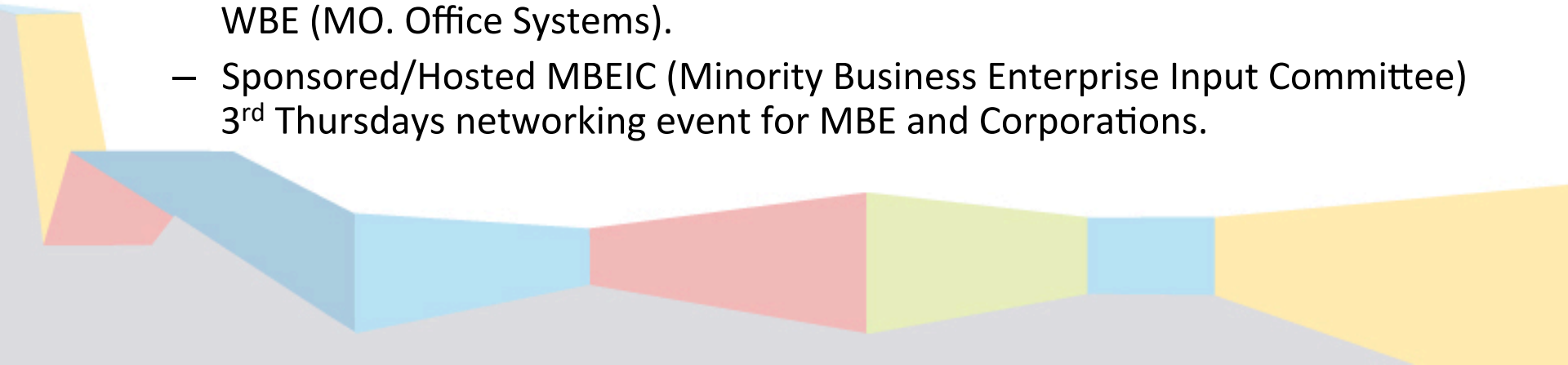
Business Services

- FY11 annual financial and A133 audit reports issued reflecting the district corrected 13 of 15 (87%) prior year audit findings, and a reduction in new year audit findings from 15 to 5 (-67%).

- 7 of the 8 (88%) major federal grants received unqualified opinions.

- Risk management – reduction in insurance premiums of approximately $175,000 (5.9%).

- Updated all training manuals.

- Partnered with MCC – Working on Business Processes for greater accountability and efficiency.

- Paid off the Series 2003A bonds in February 2012.

- Average number of days to pay invoices – 32.5.
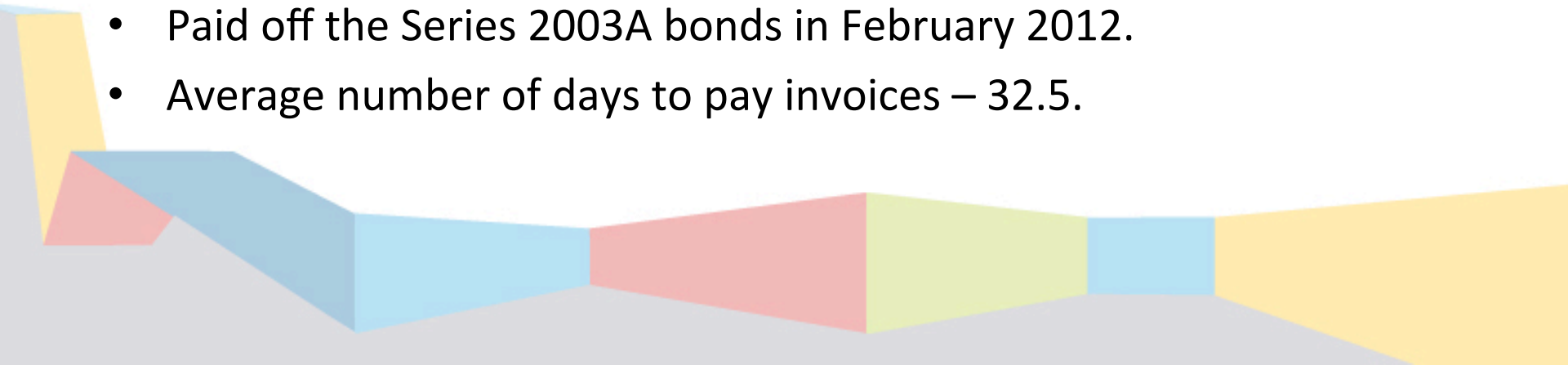
Business Services

- Collected $30,718.25 in rebates from US Foodservice for paying invoices within 21 days.

- Inventory 40 district sites. Sites include all school and administrative locations. Updated and processed all inventory transactions on the fixed asset database. Reporting summary of all items scanned, retired and added.

- Administrative monitoring and inventory of computers and laptops in our GPS database (Computrace). Ability to recover and freeze stolen devices from this database.

- Selling surplus items through the City of Kansas City which has net proceeds of $125,000.

- Processing payroll at 100% direct deposit/pay card participation.
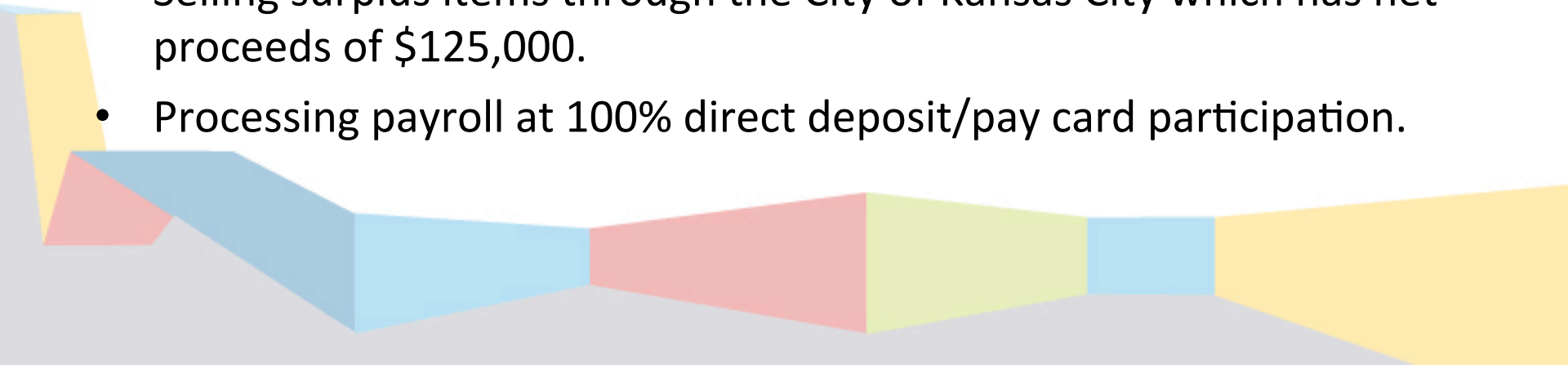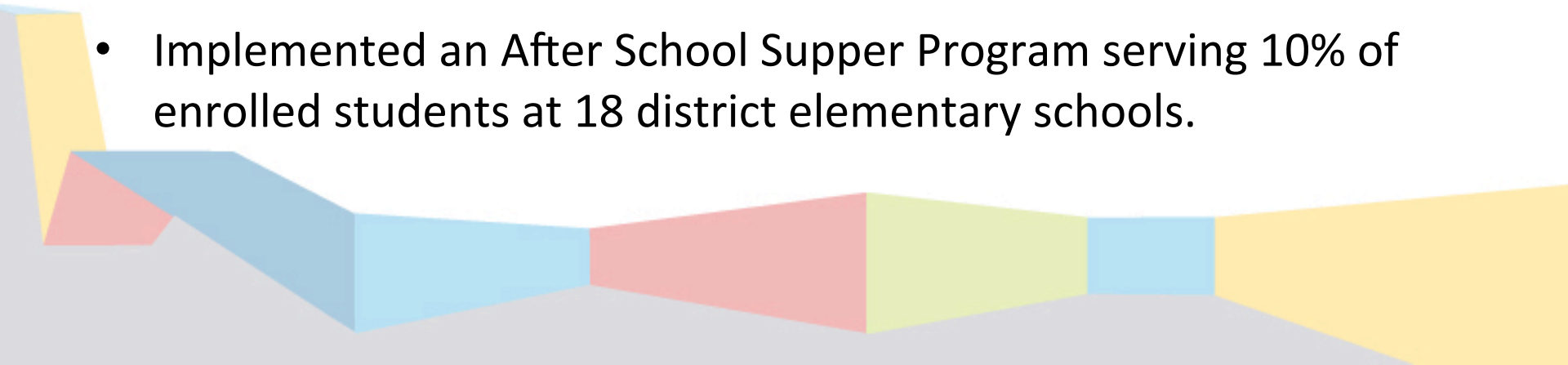
Repurposing

- Hosted/participated in more than 100 community/stakeholder meetings attended by more than 2600 participants (2/23/11 through 6/13/12.)

- Sale of Longan School, $1 million sales price ($752,888 net to district, $215,513 to bond trustee.)

- School Board/Building Corporation approval for the sale of 7 additional sites valued at over $5.3 million (closing expected in FY2012/13.)
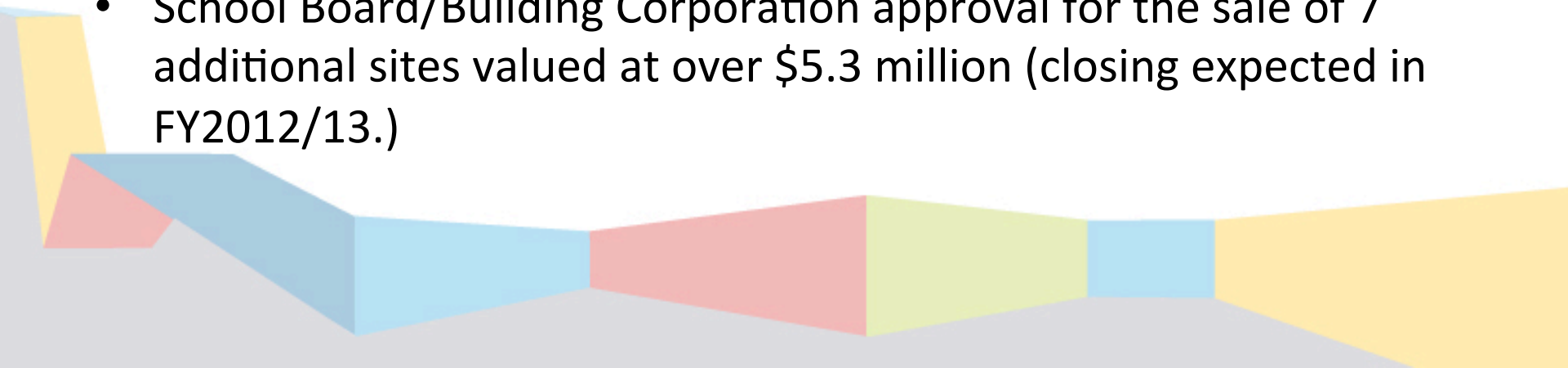
Food Service

- Operated program where revenue over expenses will be in excess of $500,000.

- Overall lunch participation is 77% (up 4.5%) and breakfast participation is 49% (up 7%.)

- Purchased and installed over $300,000 of new equipment in all schools.

- Completed remodel of Northeast and East High School cafeterias.

- Implemented an After School Supper Program serving 10% of enrolled students at 18 district elementary schools.

Facilities

- Renovation of Special Education Department at East High School.

- Comprehensive re-keying of schools.

- Addition of AC units at elementary schools.

- Construction of high school Distance Learning Labs.

- Installation of security camera system in high schools.

- Custodial department utilized part-time custodians as part of our team to maintain clean and sanitary schools for students and staff while continuing the implementation of our Green Cleaning Program. The use of ECO cleaning equipment purchased last year played a key role in the reduction of chemical use this year in KCPS facilities.
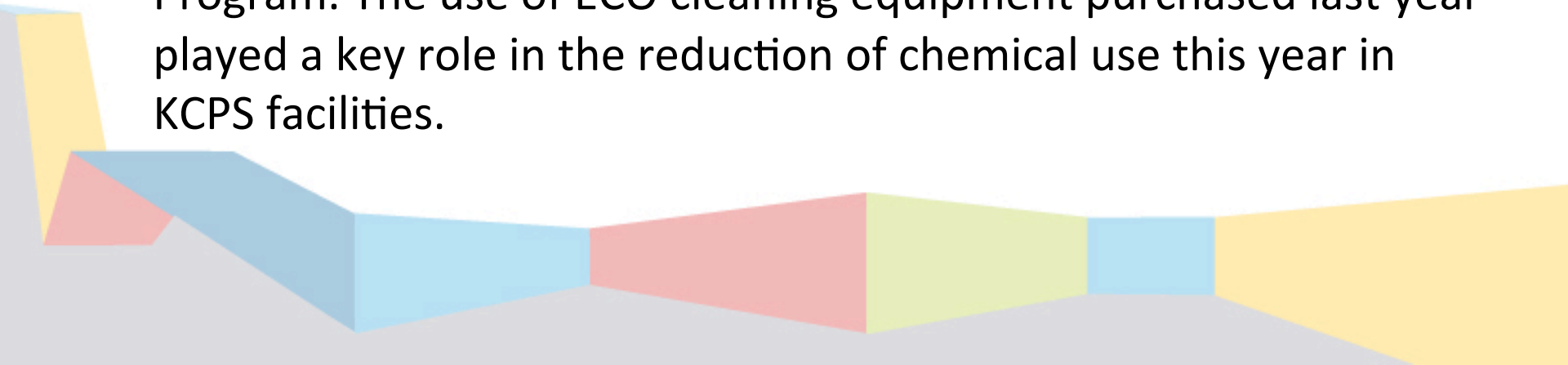
Security

- Updated district-wide emergency plan.

- Update Safety & Security Department Operations and Procedures manual.

- Forty (40) hours of safety & security training with Blue River Police Academy for all security personnel.

Transportation

- Transportation came in under budget for the 7th consecutive year of decreasing budgets.

- Upgrading maps and routing software to better utilize GPS technology for bus tracking.

- Increased utilization of crossing guards to mitigate walk hazards and improve walkers safety.

- Working to reduce Homeless transportation costs via a collaboration with adjacent districts.
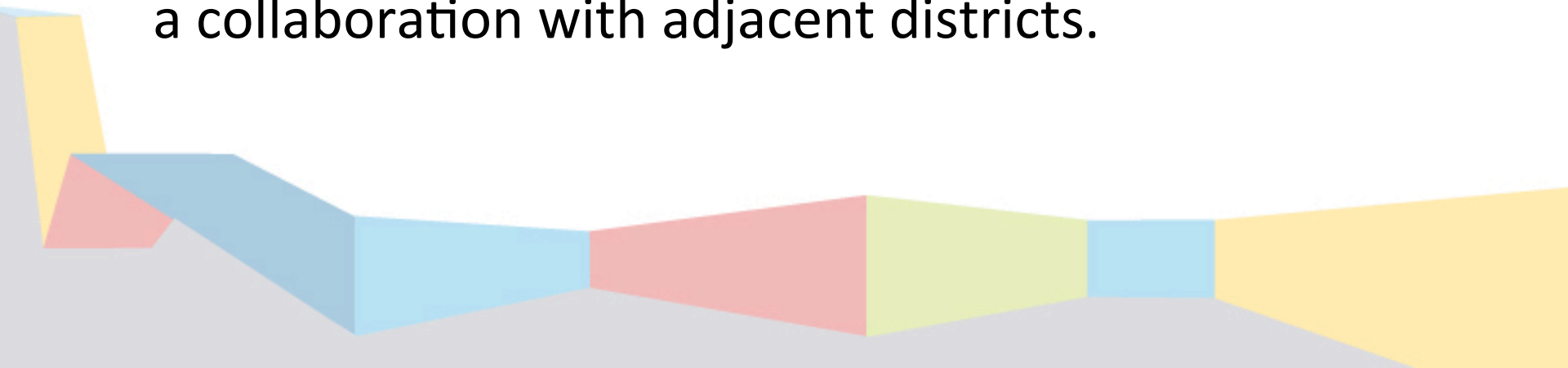
Transportation

- Engaging other departments to assess student coding, boundary monitoring & compliance.

- Initiating a Radio Frequency Identification (RFID) card access & location monitoring pilot program for transported students.

- Initiated the effort for moving to a 3-tier transportation system to increase classroom funding.
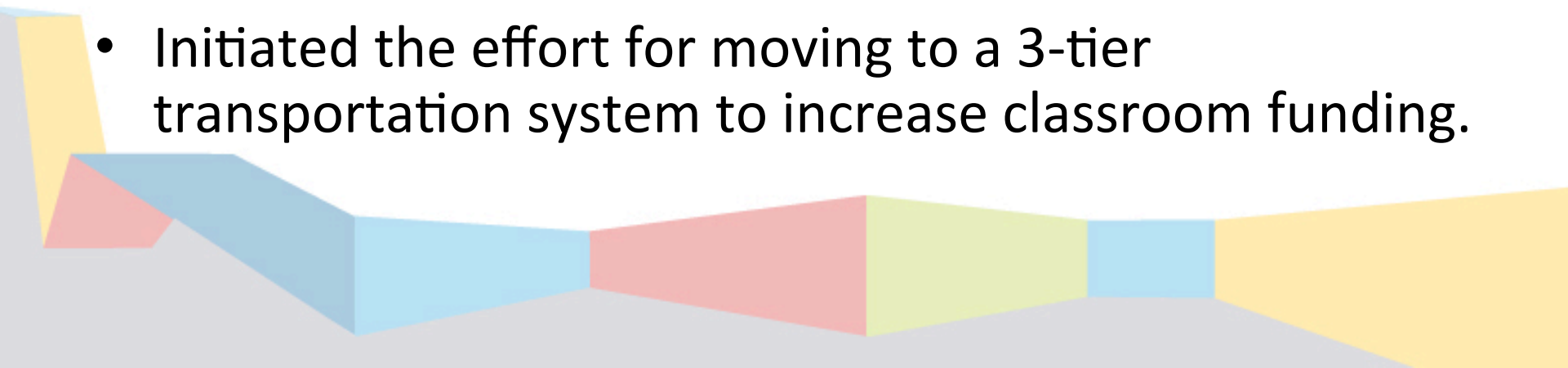
Technology

- State-of-the-art digital Planetarium opened at SWECC in March. Rated as one of the best in the Midwest.

- High-resolution learning systems to support multi-site teaching and learning.

- A new website that includes all areas of KCPS and is easy to update, control and support.

- Multi-language system that uses voice, e-mail and text to contact staff, students and parents.
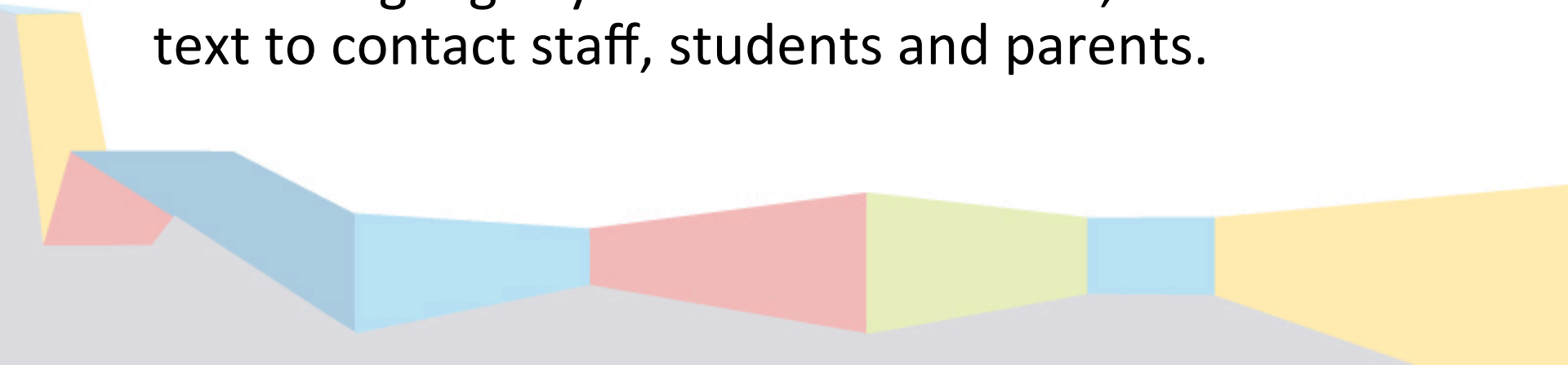
Technology

- Providing audiovisual equipment to enhance the learning environment.

- Provided 300 Netbooks to Faxon Elementary School to provide students and teachers with a one-to-one computer experience.

- District is now part of the KC Public Library 40-member consortium.

- Completed a three-year technology plan which was accepted by the State of Missouri Department of Elementary and Secondary Education.

Implementation Plan Update 2012-2013

KANSAS CITY
PUBLIC SCHOOLS
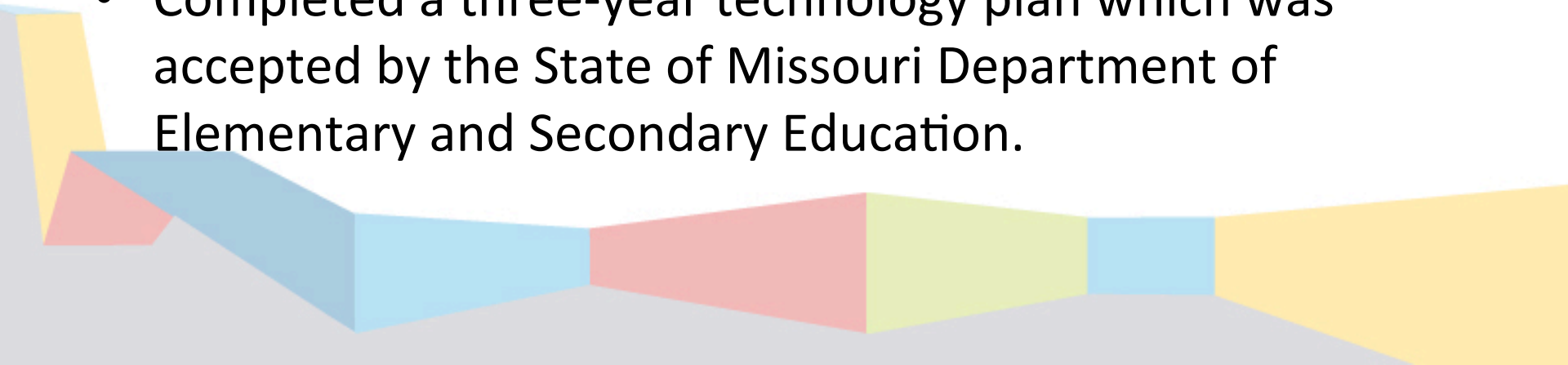
Student Achievement

- Implement and document best business practices (process improvement) to remove obstacles and provide excellent customer service.

- Develop a system to eliminate "use it or lose it" attitude for budget.

- Reprioritize expenses so budget savings can be directed to the classroom.

- A model classroom design will be identified along with a multiple year implementation plan.

- Support student achievement by directing more resources back into the classroom.

- Accounting Division will adopt a classroom/school for reading buddies and/or tutoring sessions on a monthly basis.
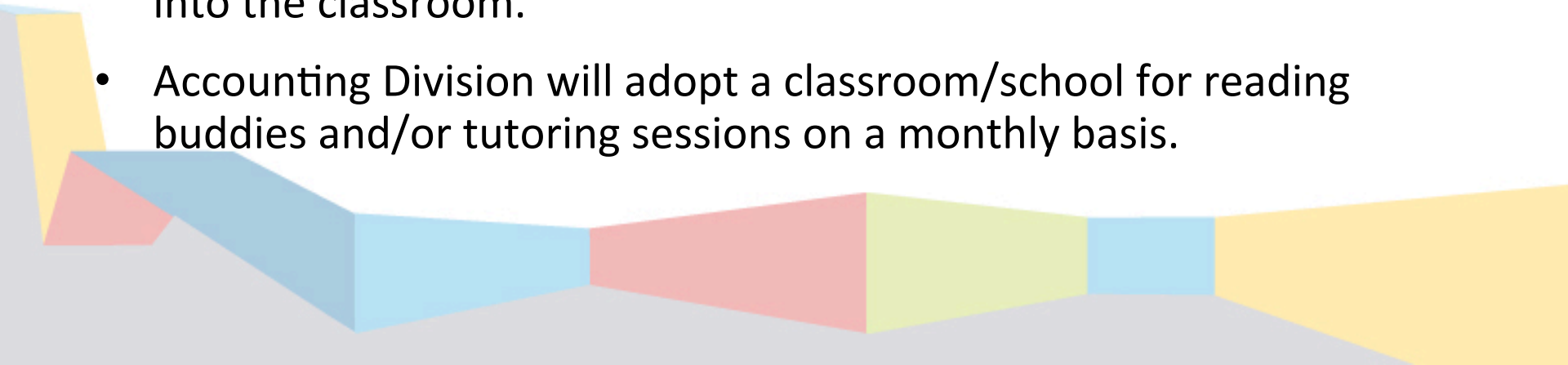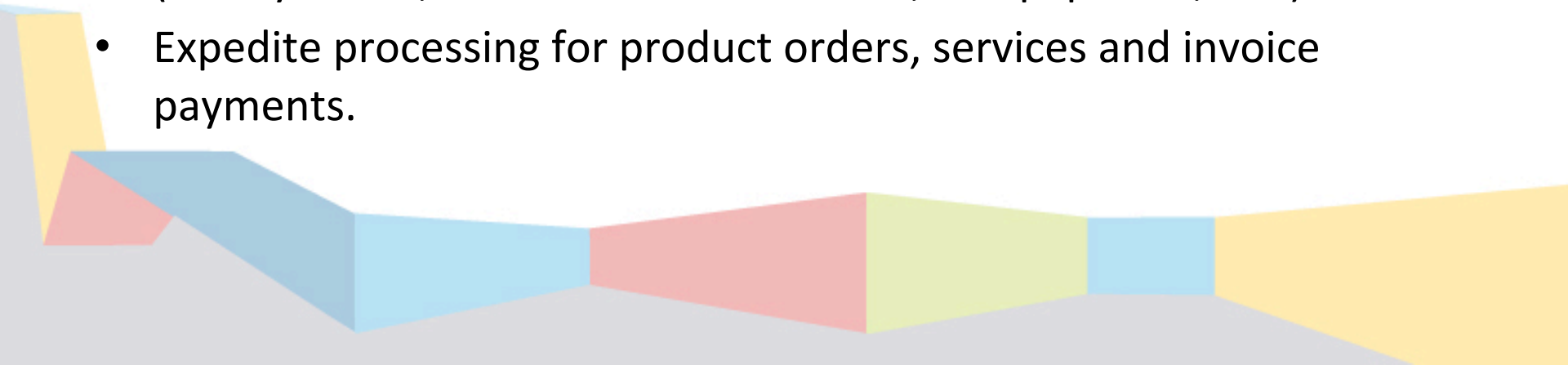
Student Achievement

- Reprioritizing the capital improvements budget/plan and incorporate principal feedback to ensure funds are redirected and/or allocated to areas which have the most significant impact on the learning environment.

- Provide standardized baseline technology tools in all KCPS classrooms.

- Provide real time Key Performance Indicators (KPI) for monitoring student data.

- Implement a one-to-one computer pilot program in one high school and one elementary school.
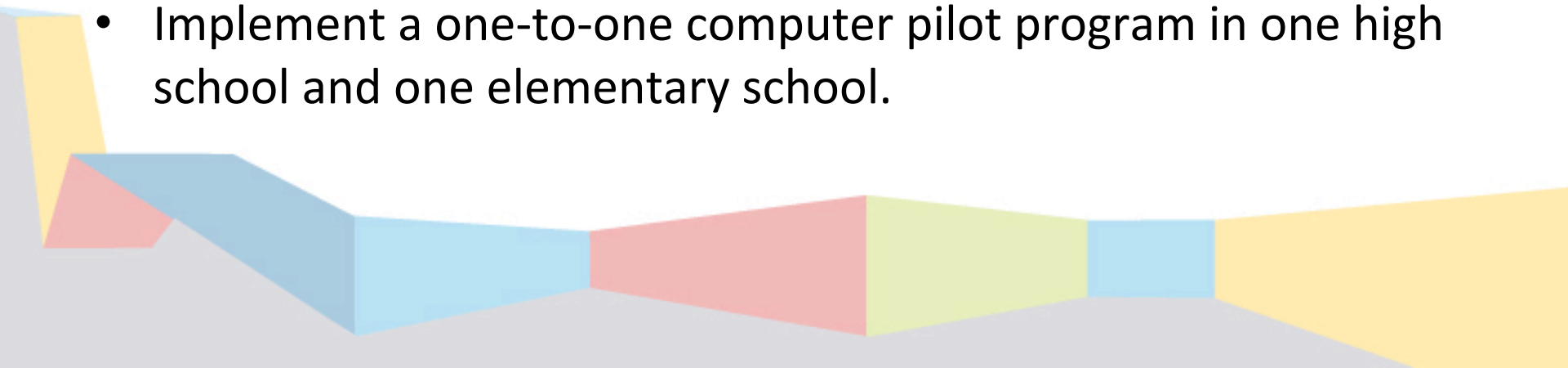
Student Achievement

- Create an environment conducive to learning for student achievement by incorporating building readiness as it relates to cleanliness, movement of furniture and supplies, maintaining safe walking surfaces and grounds.

- Continuously improving operational efficiencies in transporting students will result in increased savings which will create more money for instruction.

- Ensure that accurate and detailed specs are included in RFQ, RFT, and IFB documentation, including various products and services (library books, instructional workbooks, IT equipment, etc.)

- Expedite processing for product orders, services and invoice payments.

College and Career Readiness

- Complete renovation to the instructional area which will be used for nurse training and culinary arts programs at Manual.

- Provide date-to-date computing systems and software to support specialized vocational and traditional academic programs.

- Provide transportation (shuttle services) as needed.
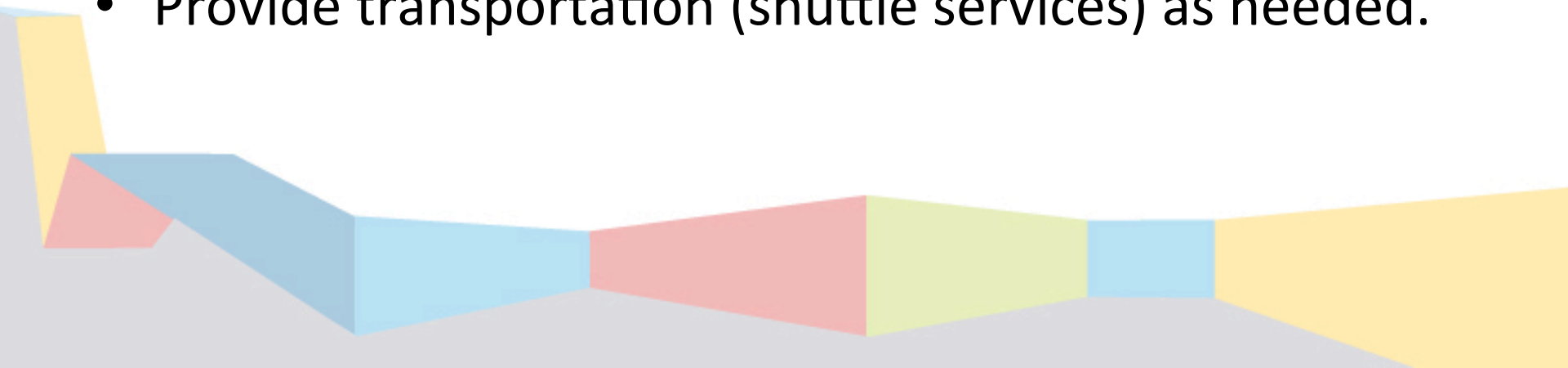
Classroom Management and Student Behavior

- Restructure the security budget to hire six (6) new Security First Line Supervisors to provide high school building administrator with contact person for all security needs and challenges.

- Complete student information system installation to improve tracking of student attendance and discipline criteria.

- Utilize the Peaceful School Bus Program (Olweus).
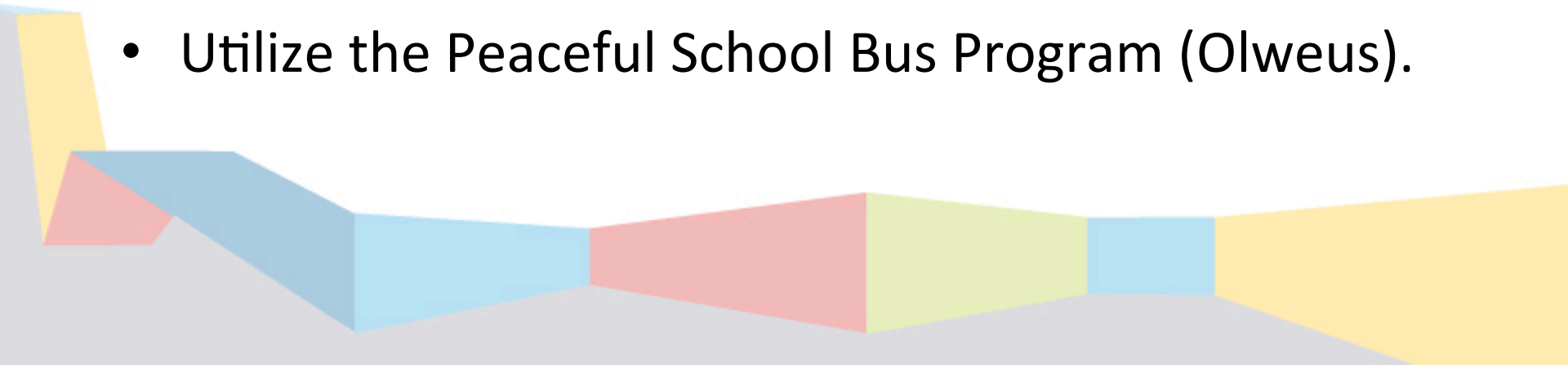
Student Attendance and Dropout Prevention

- Budget department will assist with identifying current Security department funds and/or personnel that can be shared with truancy to support dropout prevention district-wide.

- Complete the installation and training of the Tyler SIS system to provide student tracking.

- Provide real time Key Performance Indicators (KPI) software to measure student academic and attendance data.

- Radio Frequency Identification (RFID) Pilot Program (Zonar).
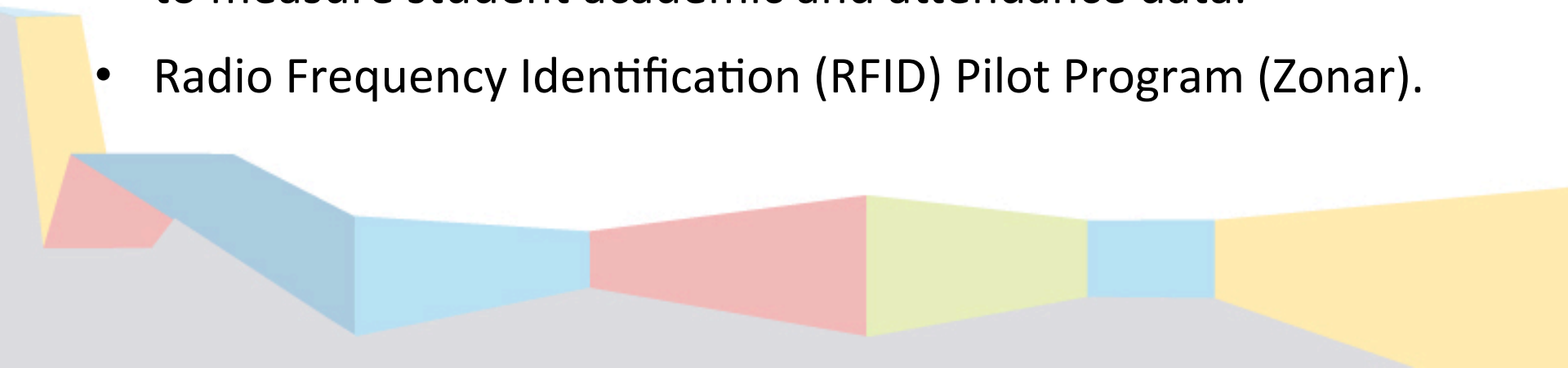
Human Capital Management

- The Budget department will assist Human Capital Management with principal training on the HR/Payroll system; provide training on the budgeted number of FTEs (funding source of positions) and the position authorization document.

- Facilities staff will receive professional development focused on providing positive customer support; implement a weekly schedule of building visits to perform quality control inspections of completed work; conduct regular building inspections seeking input from the building administrative staff.

- Complete the installation and training of the new Business/Finance/HR software system.

- Continue to conduct annual Principal's surveys on transportation.
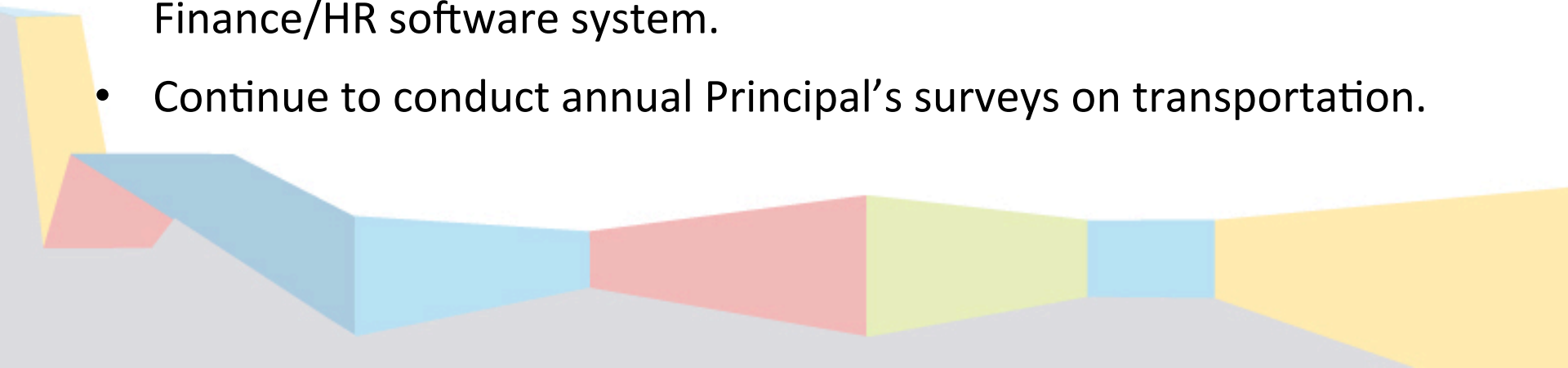
Questions and Answers

Human Capital Management

Human Capital Management Statement of Belief

Collaborative partnerships between HCM and KCPS administrators where we are strategic business partners in the schools assisting our principals and managers.

Accomplishments 2011-2012

KANSAS CITY
PUBLIC SCHOOLS

Human Capital Management

- On-site visits.

- Collaborative planning meetings.

- Employee customer survey.

- HCM Customer service action plan.

- Developed criteria for non-renew decisions.

- Launched Management Toolkit site.

- Established online compliance training for all employees.

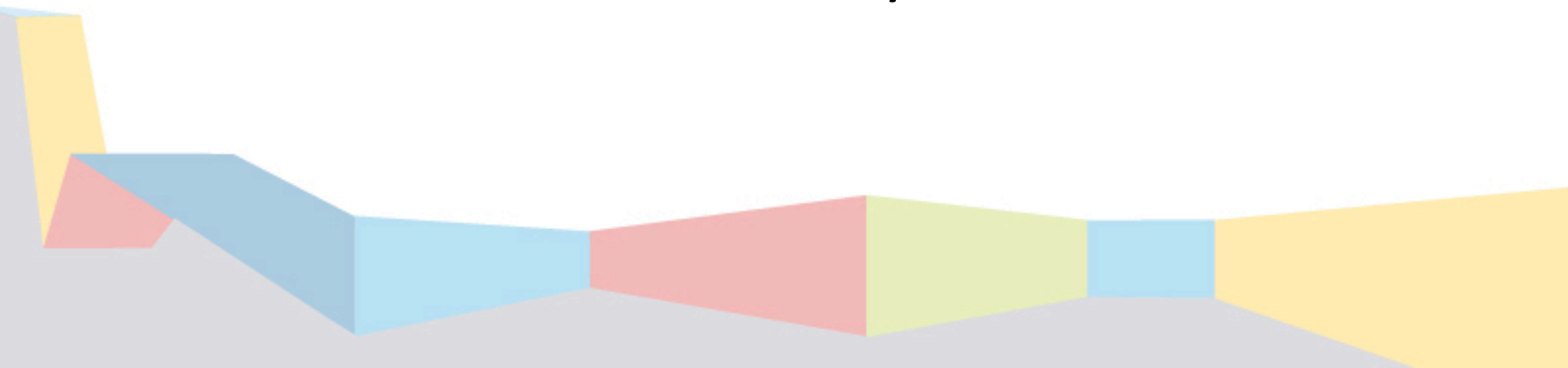- Acquired employee relations tracking system to manage performance concerns.
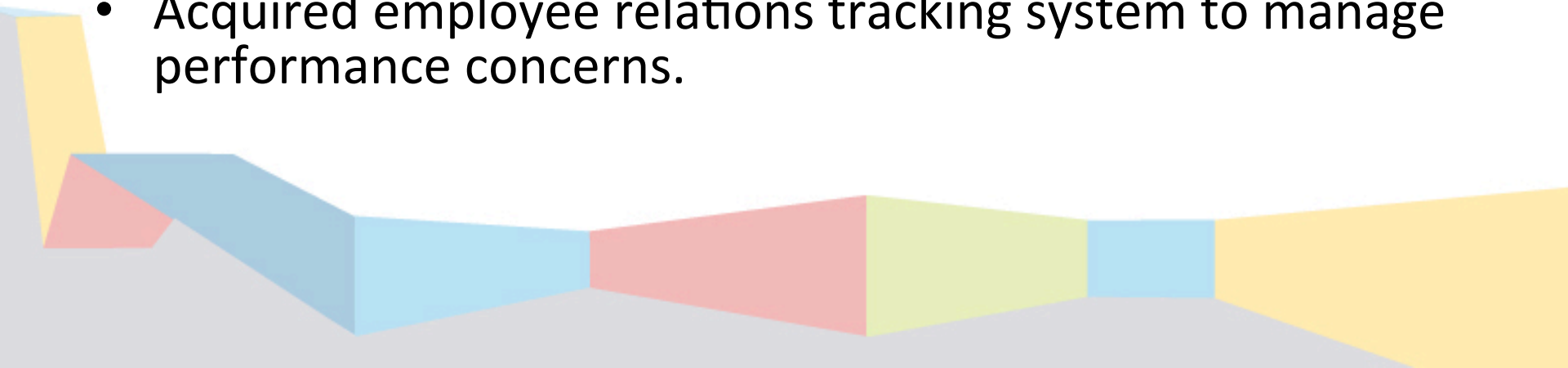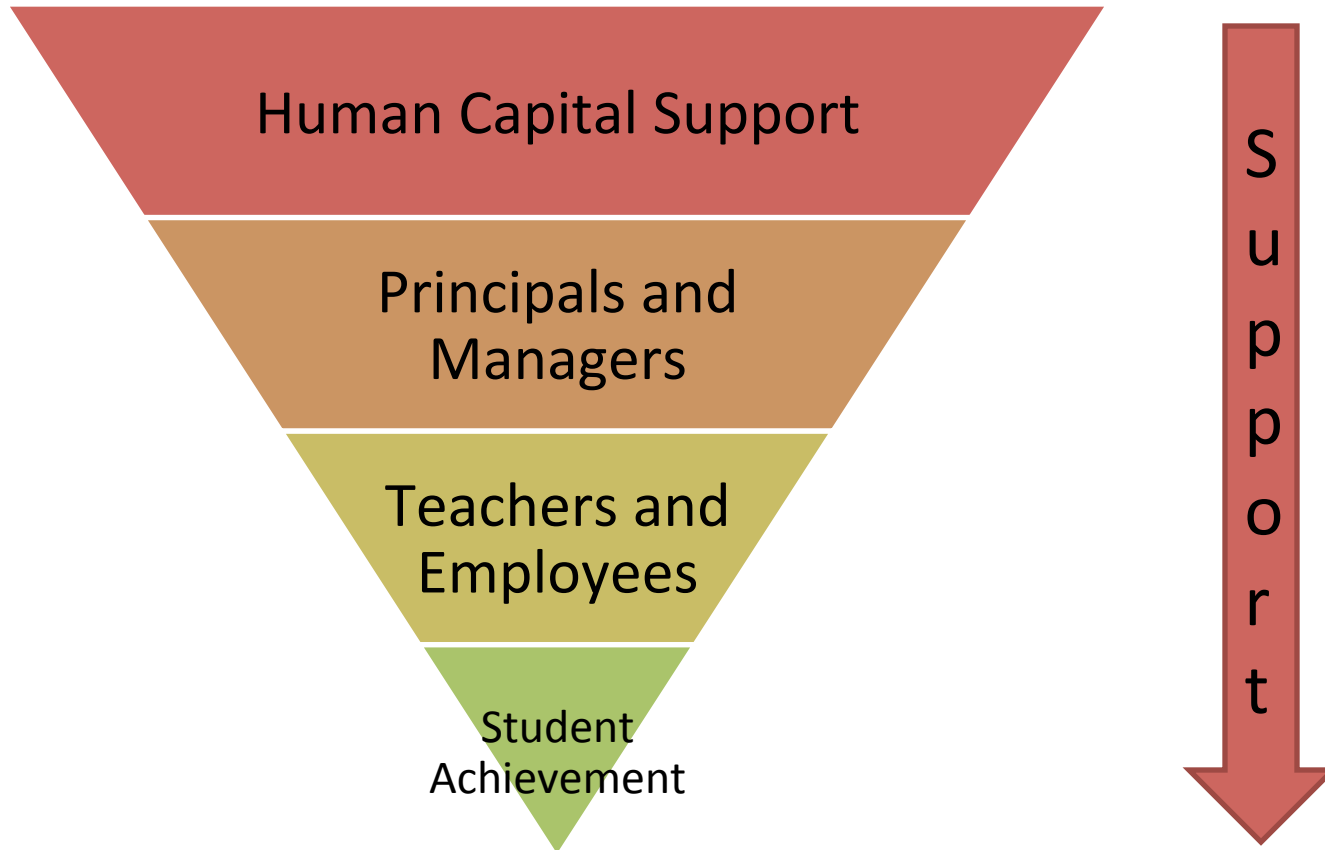
Classroom Management and Student Behavior

- Online Compliance Training
  - Safe Schools
  - Teacher Induction Program

- Performance Evaluation System

Customer Service

- Service Level Agreements.

- Collaborative Partnerships.
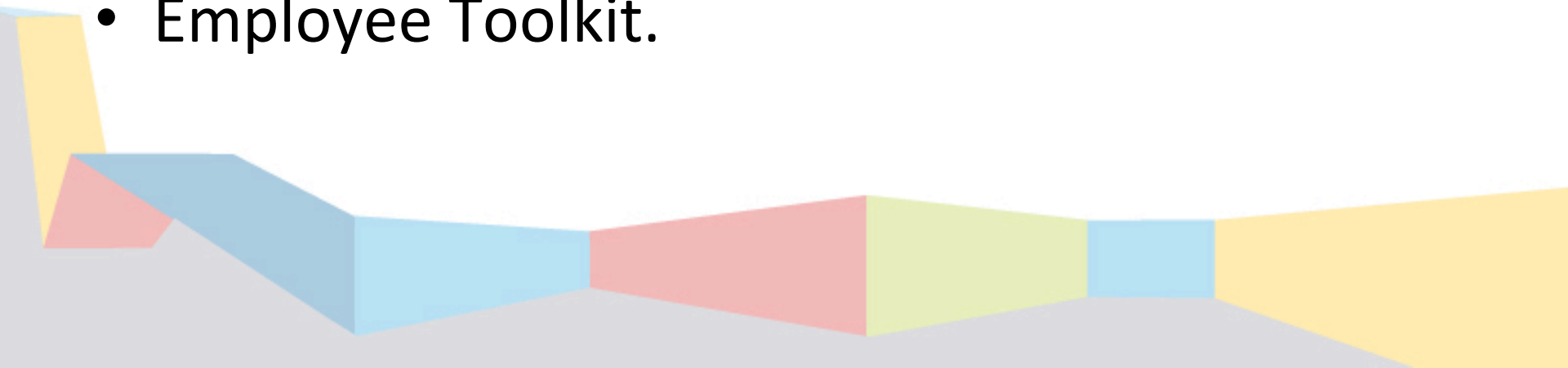
- Realignment of Duties.

http://kcmsd.mo.safeschools.com/admin/main

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SafeSchools - Administration

safeSCHOOLS
TRAINING

Welcome DYNASTI!   **[logout]**

Messages (0)
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Online Courses | Offline Courses | Policy Courses

Course	Quiz Required	Quiz Minimum	Available for Extra Training
Emergency Management			
Crisis Response and Recovery	☑	80%	☑
Emergency Operations Planning: Building the Plan	☑	80%	☑
Emergency Operations Planning: Implementing the Plan	☑	80%	☑
Family Reunification	☑	80%	☑
Incident Command System	☑	80%	☑

Principal and Management Support

- Principals will complete semi-annual surveys to measure their satisfaction with Human Capital Management.

- Management Toolkit.

- Employee Toolkit.

http://www.kcpublicschools.org/Page/1312

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Favorites   Suggested Sites ▾   Get more Add-ons ▾

Human Capital Management / Management Too...

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KANSAS CITY
PUBLIC SCHOOLS

About KCPS   Schools   **Departments**   Programs   Repurposing   School Board

Management Toolkit

All of your human resoures information for managers and principals in a single location.

General HCM Information

Staffing

Employee Relations

Contact List

Access Substitute System

Certifications

New Hire Requisitions

Employee Assistance Program

Family and Medical Leave Act (FMLA) Guide

Human C
Managem

Overview

Managem

Ethics Repor

+ Career and S

Benefits

Questions and Answers

RSIT Breakout Discussion

Feedback/Requests

Monthly Meeting Date