Kansas City Public Schools and Department of Elementary and Secondary Education

Regional School Improvement Team Meeting

Tuesday, June 26, 2012
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

**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.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>SY10</th>
<th>SY11</th>
<th>SY12</th>
</tr>
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<tbody>
<tr>
<td>Algebra I</td>
<td>33.4</td>
<td>25.2</td>
<td>24.7</td>
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<tr>
<td>Biology</td>
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<td>27.3</td>
<td>17.5</td>
</tr>
<tr>
<td>English II</td>
<td>58.2</td>
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<tr>
<td>Government</td>
<td>16.5</td>
<td>27.1</td>
<td>17.1</td>
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**SY10, SY11 and Preliminary SY12 EOC Scores**

**MAP Index Scores on Required Assessments**

<table>
<thead>
<tr>
<th>Subject</th>
<th>SY10</th>
<th>SY11</th>
<th>SY12</th>
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</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>715.3</td>
<td>702.1</td>
<td>700.7</td>
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<tr>
<td>Biology</td>
<td>701.7</td>
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<tr>
<td>English II</td>
<td>761.8</td>
<td>760.3</td>
<td>735.9</td>
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<td>Government</td>
<td>679.7</td>
<td>704.1</td>
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Yearly Student Growth in Reading

Yearly Student Growth in Reading
% of Students with 1, 1.5 and 2 Years of Academic Progress

<table>
<thead>
<tr>
<th>Percent of Tested Students</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>Less than 1 Year</td>
<td>57.6%</td>
<td>44.5%</td>
<td>54.9%</td>
<td>46.5%</td>
<td>39.2%</td>
<td>31.6%</td>
<td>44.1%</td>
<td>29.1%</td>
<td>21.6%</td>
<td>31.9%</td>
<td>43.3%</td>
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<tr>
<td>2 Years</td>
<td>4.5%</td>
<td>20.2%</td>
<td>22.7%</td>
<td>27.8%</td>
<td>49.2%</td>
<td>57.1%</td>
<td>46.6%</td>
<td>65.6%</td>
<td>73.5%</td>
<td>61.6%</td>
<td>36.0%</td>
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<tr>
<td>1.5 Years</td>
<td>10.4%</td>
<td>14.7%</td>
<td>10.2%</td>
<td>11.1%</td>
<td>4.6%</td>
<td>6.1%</td>
<td>3.3%</td>
<td>2.1%</td>
<td>3.9%</td>
<td>2.7%</td>
<td>8.6%</td>
</tr>
<tr>
<td>1 Year</td>
<td>27.5%</td>
<td>20.6%</td>
<td>12.2%</td>
<td>14.5%</td>
<td>7.1%</td>
<td>5.1%</td>
<td>6.0%</td>
<td>3.1%</td>
<td>1.0%</td>
<td>3.8%</td>
<td>12.1%</td>
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</table>
# Yearly Student Growth in Mathematics

## Yearly Student Growth in Mathematics

**% of Students with 1, 1.5 and 2 Years of Academic Progress**

<table>
<thead>
<tr>
<th>Percentage of Tested Students</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>Totals</th>
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<tr>
<td>Less than 1 Year</td>
<td>21.9%</td>
<td>44.5%</td>
<td>54.9%</td>
<td>46.5%</td>
<td>39.2%</td>
<td>31.6%</td>
<td>44.1%</td>
<td>29.1%</td>
<td>21.6%</td>
<td>31.9%</td>
<td>43.3%</td>
</tr>
<tr>
<td>2 Years</td>
<td>24.5%</td>
<td>16.8%</td>
<td>13.8%</td>
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<td>22.4%</td>
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<td>23.5%</td>
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<tr>
<td>1.5 Years</td>
<td>27.8%</td>
<td>16.6%</td>
<td>16.4%</td>
<td>12.6%</td>
<td>12.8%</td>
<td>13.9%</td>
<td>11.5%</td>
<td>8.5%</td>
<td>11.9%</td>
<td>7.6%</td>
<td>14.6%</td>
</tr>
<tr>
<td>1 Year</td>
<td>25.8%</td>
<td>22.2%</td>
<td>19.7%</td>
<td>14.9%</td>
<td>14.4%</td>
<td>18.4%</td>
<td>13.0%</td>
<td>9.5%</td>
<td>9.0%</td>
<td>8.9%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>
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

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

Achievement

Assessment

Curriculum

Instruction

Professional Development
RESEARCH-BASED
Instructional Design Framework

ENACTED ON THE SPOT

Student Engagement

CONTENT

Learning Goals and Feedback
Establishing Rules and Procedures

ADDRESSES CONTENT IN SPECIFIC WAYS

Teacher/Student Relationships

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

High Expectations

Adherence to Rules and Procedures
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.

**Essential Questions:**
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?

**Learning Targets:**
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

**Unit Timeline:** Quarter 1 First 6 Weeks

**Assessments:**
- 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

**Academic Vocabulary**
1. mood
2. theme
3. foreshadowing
4. syllabication
5. morphology
6. infer
7. theme
8. expository writing
9. citation

### Learning Targets and Alignment

<table>
<thead>
<tr>
<th>Learning Target #1</th>
<th>Lesson Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interact with New Knowledge</strong></td>
<td><strong>Practice and Deepen New Knowledge</strong></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
</tr>
<tr>
<td>Ask students to use background knowledge to predict characters' challenges in unit stories</td>
<td>Organize students into groups of 2 or 3; have them read unit story to process information on identify story elements</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Students preview title and illustrations in the unit story during small group time with teacher, noting how setting is different from their lives today</td>
<td>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</td>
</tr>
</tbody>
</table>
**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.

**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.

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.

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**Learning Target #4**

**Exhibit active listening behavior** when interpreting verbal and non-verbal communication. LSS1B DOK2

**Unit Resources:**

1. Unit 1, Week 1 Red Kayak – literacy elements  *Weekly Test covers literary elements*
2. Unit 1, Week 2 Thunder Rose – cause and effect  *Weekly Test covers cause and effect*
3. Unit 1, Week 3 Island of the Blue Dolphins – inferring/literary elements  *Weekly Test covers inferring and literary elements*
4. Unit 1, Week 4 Satchel Paige – fact and opinion  *Weekly Test covers fact & opinion*
5. Unit 1, Week 4 Ten –Mile Day – cause and effect  *Weekly Test covers cause and effect*

**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.
<table>
<thead>
<tr>
<th>Lesson Segments Addressing Content</th>
<th></th>
<th>Plan</th>
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<tbody>
<tr>
<td><strong>Lesson Cycle</strong></td>
<td><strong>Plan</strong></td>
<td></td>
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<tr>
<td>Learning Target(s) and Objective(s)</td>
<td>Resources</td>
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<tr>
<td>Key Vocabulary</td>
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<td></td>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>Activities</strong></td>
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<tr>
<td>☐ Connect to Prior Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Anticipatory Set</td>
<td></td>
<td></td>
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<tr>
<td>☐ Teach</td>
<td></td>
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<td>☐ Independent Practice</td>
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<td>☐ Decision Making Task</td>
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<td>☐ Problem Solving Task</td>
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<td>☐ Investigational Task</td>
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<tr>
<td>☐ Closure</td>
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</tbody>
</table>

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
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

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.

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.


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.

6. MONITOR AND EVALUATE RESULTS
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.
   - Collect and chart data
   - Analyze data and prioritize needs
   - Set, review and revise incremental SMART goals
   - Select common instructional strategies
   - Determine results indicators
   - Monitor and evaluate results

6. Teach students using common instructional strategies.


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.

The Leadership and Learning Center
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Area of Concentration</th>
<th>Resources</th>
<th>Lesson Reference Materials</th>
<th>Pre-Assessment</th>
<th>Post Assessment</th>
<th>Lesson Notes</th>
</tr>
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</table>
| 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 | Grade 3 Unit 2 Benchmark Test Passage 2 Items 10, 11, 12, 13, and 15 | Acuity C results for R1Hb | Week One Focus: Main Idea and Details  
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. |
<p>| 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) | Fresh Reads for Fluency Gr4 | Fluency practice and comprehension questions pgs 25-26, 55-56 and/or 139-140 | Conversation Starters for reviewing Main Idea &amp; Details: pgs CL33 | | 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) | Reading Street Unit 2, Vol. 2 TE | | | | 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) | | | | | 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. |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23:30</td>
<td>Math (Whole Group)</td>
<td>Math Around the Clock - Unit 1, day 1 – 5 Instructional Activities</td>
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<tr>
<td></td>
<td>Math (Small Group)</td>
<td>Read It, Draw It, Solve It - Teacher Choice</td>
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<tr>
<td></td>
<td>Math Around the Clock-Problem of the Day (POD)</td>
<td>Math Around the Clock - Unit 1, POD- #1 - 10 Acuity C Data Math Competencies Checklist Unit 1 assessment</td>
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<td>12:00 - 1:15</td>
<td>Math Around the Clock</td>
<td>Lesson Practice</td>
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<td>Math Around the Clock</td>
<td>Math Games</td>
</tr>
<tr>
<td>1:15</td>
<td>Math (Review and Discuss)</td>
<td></td>
</tr>
</tbody>
</table>
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.
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

START

Miss a class or Tardy
Proceed to discipline

Attend all classes on time
move forward

Miss 8 days or more in semester
Go back to discipline
then move to START.

Have perfect attendance
Skip over DISCIPLINE

Don’t skip school
Proceed to graduation!

Students skips school
Go back to discipline.

Unexcused absences?
Miss 8 days or more.
Repeat the grade level.
Move to START.

Discipline Zone

Absent or suspended?
Make up work within one day
and move forward.
Don’t make up work –
go back to Discipline.

Tardy?
(five-minutes late
without a pass),
report to the
school attendance
office. You may
face detention or
suspension.

START
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
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 Responses
<table>
<thead>
<tr>
<th>School</th>
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<tr>
<td>Ace @ Manual</td>
<td>17</td>
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<tr>
<td>Ace @ Northeast</td>
<td>2</td>
</tr>
<tr>
<td>Attucks</td>
<td>6</td>
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<tr>
<td>Banneker</td>
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<tr>
<td>Border Star</td>
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<tr>
<td>Carver</td>
<td>2</td>
</tr>
<tr>
<td>Central</td>
<td>35</td>
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<td>East</td>
<td>33</td>
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<td>Hartman</td>
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<td>Holliday</td>
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<td>King</td>
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<td>Lincoln</td>
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<td>Paige</td>
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<td>Paseo</td>
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<td>Phillips</td>
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<td>SWECC</td>
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<td>Troost</td>
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<td>Weeks Alternative</td>
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## Family Store

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<th>Location</th>
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<th>Referrals</th>
<th># of Students</th>
<th># of Homeless Students</th>
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<td>Foreign Language</td>
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<td><strong>TOTAL</strong></td>
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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)

<table>
<thead>
<tr>
<th>Schools Attended (In District)</th>
<th>Number of Students</th>
</tr>
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<tbody>
<tr>
<td>Spec. Ed</td>
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<td>Lincoln Prep</td>
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<td>Ace Programs</td>
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<td>Paige</td>
<td>74</td>
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<td>Total</td>
<td>945</td>
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</table>
Homeless Students Distributed in District

Bar chart showing the distribution of homeless students across different schools in the district. The schools are color-coded as follows:

- Spec. Ed
- Border Star
- Carver
- Holiday
- Lincoln Prep
- Faxon
- Ace Programs
- FLA
- Trailwoods
- Lincoln Prep
- Faxon
- Ace Programs
- FLA
- Trailwoods
- Unknown
- Gladstone
- Paseo
- Whittier
- Bannecker
- Garfield

The x-axis represents the number of homeless students distributed in the district, while the y-axis represents the number of students, ranging from 0 to 80.
## Students Out of District

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<th>Schools Attended (Outside District)</th>
<th>Number of Students</th>
</tr>
</thead>
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<tr>
<td>Raytown</td>
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<tr>
<td>Independence</td>
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<td>Hickman</td>
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<tr>
<td>Kansas City KS</td>
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<td>Grandview</td>
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<td>FT Osage</td>
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<td>Center</td>
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<td>Lee's Summit</td>
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<tr>
<td>Grain Valley</td>
<td>0</td>
</tr>
<tr>
<td>Turner</td>
<td>0</td>
</tr>
<tr>
<td>Bonner Springs</td>
<td>0</td>
</tr>
</tbody>
</table>

![Bar chart showing the number of students out of district for each school district]
# Homeless Students’ Residence

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

**Most Populated Shelters**

- Salvation Army, Children’s Shelter: 44 students
- City Union Mission Ctr.: 86 students
- Synergy: 17 students
- Rose Brooks: 34 students
- Community Link: 15 students
- New House: 28 students
- Restart: 64 students
## Students’ Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doubled Up</td>
<td>641</td>
<td>0.588613407</td>
</tr>
<tr>
<td>Shelter</td>
<td>426</td>
<td>0.391184573</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>0.02</td>
</tr>
<tr>
<td>Transitional</td>
<td>4</td>
<td>0.003673095</td>
</tr>
<tr>
<td>Foster</td>
<td>5</td>
<td>0.004591368</td>
</tr>
<tr>
<td>Motel/Hotel</td>
<td>2</td>
<td>0.001836547</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1089</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Students' Status Pie Chart

- **Doubled Up**: 59%
- **Shelter**: 40%
- **Other**: 1%
## Services Received

### School Supplies

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Students that Received School Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.</td>
<td>10</td>
</tr>
<tr>
<td>Oct.</td>
<td>23</td>
</tr>
<tr>
<td>Nov.</td>
<td>21</td>
</tr>
<tr>
<td>Dec.</td>
<td>22</td>
</tr>
<tr>
<td>Jan</td>
<td>61</td>
</tr>
<tr>
<td>Feb</td>
<td>45</td>
</tr>
<tr>
<td>Mar</td>
<td>43</td>
</tr>
<tr>
<td>Apr.</td>
<td>12</td>
</tr>
<tr>
<td>May.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong> 248</td>
</tr>
</tbody>
</table>

### Uniform Supplies

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Students that Received Uniform Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.</td>
<td>18</td>
</tr>
<tr>
<td>Sept.</td>
<td>57</td>
</tr>
<tr>
<td>Oct.</td>
<td>53</td>
</tr>
<tr>
<td>Nov.</td>
<td>19</td>
</tr>
<tr>
<td>Dec.</td>
<td>27</td>
</tr>
<tr>
<td>Jan</td>
<td>72</td>
</tr>
<tr>
<td>Feb</td>
<td>46</td>
</tr>
<tr>
<td>Mar</td>
<td>56</td>
</tr>
<tr>
<td>Apr.</td>
<td>18</td>
</tr>
<tr>
<td>May.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong> 376</td>
</tr>
</tbody>
</table>

### Food Pantry Services

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Students that Received Food</th>
<th>Value of the Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Sept.</td>
<td>8</td>
<td>$176</td>
</tr>
<tr>
<td>Oct.</td>
<td>13</td>
<td>$94</td>
</tr>
<tr>
<td>Nov.</td>
<td>2</td>
<td>$20</td>
</tr>
<tr>
<td>Dec.</td>
<td>14</td>
<td>$136</td>
</tr>
<tr>
<td>Jan</td>
<td>21</td>
<td>$325</td>
</tr>
<tr>
<td>Feb</td>
<td>6</td>
<td>$45</td>
</tr>
<tr>
<td>Mar</td>
<td>10</td>
<td>$125</td>
</tr>
<tr>
<td>Apr.</td>
<td>2</td>
<td>$20</td>
</tr>
<tr>
<td>May.</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong> 76</td>
<td><strong>$941</strong></td>
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## Health Services
### Partnership with Big Smiles

<table>
<thead>
<tr>
<th>Location name</th>
<th>District</th>
<th>Exams</th>
<th>Cleanings</th>
<th>Sealants</th>
<th>Fillings</th>
<th>Extractions</th>
<th>Other</th>
<th>Referrals</th>
<th># of Patients</th>
<th>grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Centered Collegium Lower</td>
<td>KCMO 33</td>
<td>121</td>
<td>121</td>
<td>154</td>
<td>95</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>156</td>
<td>3</td>
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<tr>
<td>Attucks Elementary</td>
<td>KCMO 33</td>
<td>123</td>
<td>122</td>
<td>114</td>
<td>85</td>
<td>4</td>
<td>6</td>
<td>27</td>
<td>163</td>
<td>10</td>
</tr>
<tr>
<td>Benjamin Banneker Elem.</td>
<td>KCMO 33</td>
<td>46</td>
<td>46</td>
<td>39</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>46</td>
<td>3</td>
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<tr>
<td>Foreign Language Academy</td>
<td>KCMO 33</td>
<td>141</td>
<td>158</td>
<td>133</td>
<td>114</td>
<td>4</td>
<td>0</td>
<td>23</td>
<td>189</td>
<td>15</td>
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<tr>
<td>George Washington Carver</td>
<td>KCMO 33</td>
<td>123</td>
<td>121</td>
<td>116</td>
<td>60</td>
<td>0</td>
<td>1</td>
<td>22</td>
<td>133</td>
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<td>James Elementary</td>
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<td>74</td>
<td>74</td>
<td>47</td>
<td>35</td>
<td>3</td>
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<td>13</td>
<td>81</td>
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<tr>
<td>John T Hartman Elementary</td>
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<td>130</td>
<td>174</td>
<td>97</td>
<td>11</td>
<td>2</td>
<td>30</td>
<td>185</td>
<td>19</td>
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<tr>
<td>King Elementary</td>
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<td>45</td>
<td>56</td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>66</td>
<td>4</td>
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<tr>
<td>Longfellow Elementary</td>
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<td>9</td>
<td>9</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Phyllis Wheatley Elementary</td>
<td>KCMO 33</td>
<td>104</td>
<td>104</td>
<td>74</td>
<td>38</td>
<td>4</td>
<td>1</td>
<td>18</td>
<td>123</td>
<td>11</td>
</tr>
<tr>
<td>Pitcher Elementary</td>
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<td>54</td>
<td>54</td>
<td>50</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>54</td>
<td>0</td>
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<tr>
<td>Satchel Paige Elementary</td>
<td>KCMO 33</td>
<td>117</td>
<td>115</td>
<td>87</td>
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<td>10</td>
<td>5</td>
<td>20</td>
<td>143</td>
<td>7</td>
</tr>
<tr>
<td>Troost Elementary</td>
<td>KCMO 33</td>
<td>131</td>
<td>130</td>
<td>61</td>
<td>77</td>
<td>2</td>
<td>0</td>
<td>21</td>
<td>155</td>
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<tr>
<td>Weeks Elementary</td>
<td>KCMO 33</td>
<td>51</td>
<td>51</td>
<td>78</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>57</td>
<td>5</td>
</tr>
<tr>
<td>Wendell Phillips Elementary</td>
<td>KCMO 33</td>
<td>183</td>
<td>182</td>
<td>174</td>
<td>263</td>
<td>5</td>
<td>0</td>
<td>26</td>
<td>238</td>
<td>18</td>
</tr>
<tr>
<td>Whittier Elementary</td>
<td>KCMO 33</td>
<td>105</td>
<td>96</td>
<td>146</td>
<td>96</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>140</td>
<td>9</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>1570</td>
<td>1558</td>
<td>1515</td>
<td>1124</td>
<td>62</td>
<td>20</td>
<td>252</td>
<td>1938</td>
<td>138</td>
</tr>
</tbody>
</table>
Implementation Plan Update
2012-2013
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
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).
  – 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.
- 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
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.
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
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.
Implementation Plan Update 2012-2013
Road to Student Achievement

- Human Capital Support
- Principals and Managers
- Teachers and Employees
- Student Achievement
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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Quiz Required</th>
<th>Quiz Minimum</th>
<th>Available for Extra Training</th>
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<tbody>
<tr>
<td>Crisis Response and Recovery</td>
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<td>80%</td>
<td></td>
</tr>
<tr>
<td>Emergency Operations Planning: Building the Plan</td>
<td>✔️</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Emergency Operations Planning: Implementing the Plan</td>
<td>✔️</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Family Reunification</td>
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<tr>
<td>Incident Command Systems</td>
<td>✔️</td>
<td>80%</td>
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</tr>
</tbody>
</table>
Principal and Management Support

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

• Management Toolkit.

• Employee Toolkit.
Management Toolkit
All of your human resources information for managers and principals in a single location.

- General HCM Information
  - Contact List

- Staffing
  - Access Substitute System
  - Certifications
  - New Hire Requisitions

- Employee Relations
  - Employee Assistance Program
  - Family and Medical Leave Act (FMLA) Guide
Questions and Answers
RSIT Breakout Discussion
Feedback/Requests
Monthly Meeting Date